



Behaviour and Inclusion Policy

Blessed George Napier Catholic School

Approved by: Mr Sean Masterson **Date:** 10th December 2025

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Blessed George Napier School

Behaviour and Inclusion Policy

This should be read in conjunction with these other policies:

- Anti-Bullying Policy
- Suspensions and Permanent Exclusions Policy
- Positive Handling Policy
- Searching and Confiscations Policy
- Uniform and Equipment Policy
- Mobile Phone Policy

Principle Statement

At the heart of our behaviour policy is the belief that **every member of the school community is made in the image of God** and is called to act with the **dignity of Christ**.

We are committed to creating a culture where:

- **High challenge** inspires every student to grow and fulfil their God-given potential
- **High support** ensures that each individual is guided with compassion and care
- **Relationships are central**, reflecting Christ's model of love, forgiveness and respect
- **Consistency in expectations and actions** builds a just, safe and trusting environment for all

We teach and expect behaviour that honours the dignity of every person, encourages accountability, and nurtures a strong sense of belonging. In all we do, we seek to model the values of the Gospel: Compassion, Respect, Truth, Service and Forgiveness.

Inclusion at Blessed George Napier Catholic School

At BGN, inclusion is at the heart of our Catholic ethos, inspired by our Gospel values. We are committed to high-quality, inclusive teaching that ensures every pupil feels valued, supported and able to flourish. We believe that a strong sense of belonging is

essential for wellbeing and progress, fostering a welcoming and safe community for all. Our approach nurtures the whole child—spiritually, personally and academically—helping each pupil discover and develop their God-given gifts. We actively partner with families, involving them in decisions and progress reviews, and we prioritise tailored support for pupils with SEND to help them reach their potential and prepare for future stages. Our skilled staff share collective responsibility for inclusion and are equipped to remove barriers to learning, ensuring equity and opportunity for every member of our school community.

Expectations and The BGN Way

At BGN, we will be clear and consistent in our expectations of student behaviour, adopting a high- expectations but high-support philosophy. The expectations have been framed as ‘The BGN Way’ and is simply “how we do things here”. The key headings of the BGN Way are listed below:

1. BGN polite
2. On time, every time
3. One voice
4. Hands off
5. First time, every time
6. Never seen, never heard [school phones]
7. Shaped answers
8. Dress smart, think smart

Roles and Responsibilities; Staff, Students, Parents, Governors

We know that successful schools with excellence in behaviour have clear roles and responsibilities for all key stakeholders to ensure the best possible outcomes for the students.

The role of the student is to:

- 1. Aspire to High Standards Rooted in Gospel Values**

Students are encouraged to embody the Gospel values of compassion, respect, truth, service and forgiveness by aspiring to meet the high behavioural expectations set by adults in our community. They are supported to develop a desire to behave appropriately and act as positive role models.

- 2. Take Responsibility and Seek Support**

Students take responsibility for their own behaviour choices, understanding their role in maintaining a safe, calm and respectful environment. When challenges

arise, they are encouraged to seek support from staff and engage positively with guidance to uphold these standards.

3. Follow Clear Routines and School Expectations

Consistent adherence to classroom routines and school expectations, including bringing necessary equipment, helps create an environment where all pupils can thrive. These routines reflect our commitment to fairness, respect and community spirit.

4. Engage in Personal Development and Restorative Practises

Participation in Character Education, and restorative discussions enables students to reflect on their behaviour, understand its impact on themselves and others, and grow in self-discipline and virtue, in line with the school's Catholic mission.

5. Demonstrate Respect, Courtesy, and Positive Relationships

Students are expected to show respect for themselves and others, treat every interaction as a fresh start, and contribute positively to the school community by living out values such as courage, motivation, resilience, and kindness. They accept consequences with maturity, recognising mistakes as part of learning and growth.

The role of staff is to:

1. Set and Communicate High Behavioural Expectations Rooted in Gospel Values

Adults clearly communicate and uphold high behavioural standards inspired by Gospel values such as respect, community spirit and self-discipline. They consistently reward positive behaviour and support students who are still developing these standards, modelling the school's values through their own actions.

2. Consistent Teaching of Behaviour Routines and Inclusive Practises

Behaviour routines and expectations are taught and consistently applied in all classrooms. Adults use a stepped approach and restorative practices to help students understand the impact of their behaviour and develop self-regulation skills, ensuring an inclusive, calm and safe learning environment for all.

3. Respect the Individual and Support Communication

Adults distinguish between the student and their behaviour, recognising behaviour as a form of communication. They support students to express their needs safely and appropriately, seeking support from colleagues when necessary, and maintaining calm and control in all interactions.

4. Promote Opportunities to Demonstrate Values and Personal Growth

Adults provide opportunities for students to live out school values through lessons, extra-curricular activities, and mentoring. They actively promote Character Education and Personal Development to deepen students' understanding of behaviour and self-regulation.

5. Engage in Reflective Practice and Professional Development

Adults follow school behaviour policies rigorously, maintain positive dialogue with students and treat every interaction as a fresh start. They fully engage in ongoing training to enhance their skills in behaviour management, contributing to a positive, supportive school culture.

The role of the parent is to:

1. Support High Expectations and School Consequences

Parents actively support the school's insistence on high behavioural standards for all students, acknowledge rewards and back adults when reasonable follow-up consequences are applied.

2. Engage with Behaviour Data and Celebrate Progress

Parents engage with behaviour reports shared by the school, celebrate student successes, and discuss areas for development with their children to reinforce positive behaviour.

3. Reinforce the Basics and School Values at Home

Parents support the importance of school attendance, punctuality, and appropriate uniform, while modelling the school's values of community spirit, courage, motivation, resilience, respect, and self-discipline.

4. Collaborate in Restorative Approaches

Parents participate in restorative conversations and meetings, helping students understand the impact of their behaviour choices and supporting efforts to modify behaviour positively.

5. Maintain Positive Communication and Use Appropriate Channels

Parents promote positive behaviour language at home and follow proper communication channels to raise concerns about emotional wellbeing, behaviour, or consequences, fostering effective home-school partnership.

The role of the Governors is to:

1. Support High Expectations Aligned with Gospel Values

Governors actively support the school's insistence on high behavioural standards for all pupils, ensuring policies, procedures, and systems reflect the

Gospel values of community spirit, courage, motivation, resilience, respect, and self-discipline.

2. Model School Values in Governance Roles

Governors model the school's agreed standards and Gospel-inspired values in all their responsibilities, promoting a culture of respect, inclusion, and spiritual growth throughout the school community.

3. Promote Positive Behaviour Language and Dialogue

Governors use and encourage positive language around behaviour and conduct, reinforcing the school's values and helping to foster a respectful and supportive environment for pupils and staff.

4. Support Restorative Approaches and Behaviour Meetings

Governors back the school's restorative practises by participating in or supporting behaviour meetings, helping to guide students towards understanding the impact of their choices and encouraging reconciliation and personal development.

5. Engage with Behaviour Data to Inform Improvement

Governors regularly engage with designated staff to review behaviour data and trends, seeking to understand challenges and offer constructive suggestions to enhance behaviour management in line with the school's mission and values.

Praise and Reward

At Blessed George Napier, we believe in celebrating and recognising the positive choices students make when following the BGN Way, rooted in our Gospel values of compassion, respect, truth, service, and forgiveness. Praise and rewards are essential in encouraging pupils to consistently demonstrate these values and develop their God-given potential. By acknowledging effort, achievement, and positive behaviour, we aim to boost students' confidence, foster a supportive learning environment, and build strong relationships across the school community. Our approach ensures that all students feel valued for doing the right thing and are motivated to continue striving for excellence.

Praise can be acknowledged in the following ways:

- Verbal praise (privately or publicly)
- Recorded on Arbor and linked to the BGN Way and Gospel Values
- Email/phone call home
- Subject praise awards
- Celebration Assemblies

- Certificates
- Prizegiving

In-class behaviour management

The ultimate aim is for learning time to be maximised during the school day and for disruptions to lessons to be rare. In those instances where behaviour is not meeting the BGN Way, staff will intervene in the stepped approach outlined in the table below.

Step		Description and Key Information
1	Low level behaviour management 'Warm strict'	Staff are trained on techniques which are used to re-engage and refocus students to learning. This can include, but is not limited to, check of understanding, reframing instructions, breaking down tasks, modified task, review of Student Profile (SEND students) etc.
2	Reminder	Staff will use clear, consistent language when providing a warning to a named student. This will state clearly the "[Pupil Name], this is a REMINDER to use one voice and follow the BGN Way. <i>It's important that you work/behave well. You have a REMINDER because when you are at your best you can work really well and complete this task</i> ".
3	Reset	Where a student behaviour has not modified following the previous interventions by the member of staff, they will issue a RESET. The student will be requested to wait for the duty member of staff who will RESET them in a different classroom nearby. The purpose of this is to allow learning to continue in the original classroom and for the student to have a fresh opportunity to show they can get it right. The member of teaching staff will make contact with home to outline the reasons for the RESET. If a student is RESET from more than one lesson in a day, they will be placed onto internal suspension for the rest of the day.
4	Support Call	When behaviour has reached this step the student has either failed to modify their behaviour in RESET, refused to follow instructions and attend RESET, or has committed a serious breach of the behaviour policy. A member of duty staff will respond and remove the student from the area. Appropriate reflections, restorative work and investigations will be undertaken, depending on the requirements of the situation. If a student has more than one Support Call request in a day they will be placed onto internal suspension for the rest of the day.

In the case of serious breaches of the behaviour policy, staff may need to move straight to the request for a support call. An example would be for verbal abuse towards a member of the school community or behaviour which is dangerous.

Sanctions

An important part of student development is the understanding that actions lead to consequences. Where students have displayed behaviours which are contrary to the BGN Way then the staff will consider application of appropriate sanctions. The sanctions used at the school are detailed in the table below:

Stage	Description	Key Details
1	Stage 1: Lunchtime Detention Up to 25mins [from start of lunch]	These will: <ul style="list-style-type: none"> • Take place on the same day as the incident [except for P5 which will take place the next day] • Be in a centralised location supervised by senior and middle leaders of the school • Allow for the member of staff and student to have a restorative conversation to create a plan moving forward • Recorded on Arbor
2	Stage 2: Lunchtime Detention	Details are as above with the following key difference: <ul style="list-style-type: none"> • Students will be required to remain for the full 30 minutes of this consequence • Recorded on Arbor
3	Internal Suspension With + 25 mins afterschool reflection and action planning	In the event that a student is placed onto Internal Suspension for a serious breach of the behaviour policy [or persistent breaches of the policy], then following will occur: <ul style="list-style-type: none"> • The Head of Year or other key staff will notify parents of this decision • The student will remain under supervision for the day • They will be provided with work to complete, as well as a reflection booklet • The Head of Year [or other key staff] will meet with the student at the end of the school day to review the work completed during the day, discuss reflection activities and a plan moving forward • Mobile phones will be taken from students for the duration of their internal suspension and returned before they leave school • Recorded on Arbor

4	External Suspension + parental meeting and reflection before return	<p>If a student has received an external suspension from school for an extremely serious breach of the behaviour policy then the following will happen:</p> <ul style="list-style-type: none"> • The Head of Year [or other key staff] will be in touch to outline the key details behind the incident • A reintegration meeting will take place before the student returns to allow for clear review of expectations and support on offer/where more support is required • Work will be provided for the students to complete at home • Recorded on Arbor
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Monitoring Behaviour for Learning and Reports

Where necessary, students will be placed on monitoring reports. These are split into three levels:

- Level 1: Form Tutor Report
- Level 2: Head of Year Report
- Level 3: Senior Leader Report

The purpose of these systems is for clear lesson-by-lesson feedback on a student's attitude and engagement in learning. Parents will be notified of the decision to place a student onto report, and these should also be checked and signed by parents as part of this process.

SEND and Behaviour

We are committed to inclusion and equity for all, ensuring every student feels valued, supported, and able to flourish.

At BGN, we believe that strong, respectful relationships are central to our inclusive approach. Sometimes in school, things may go wrong, relationships can break down, misunderstandings occur, and individuals may make choices they later regret.

We use restorative approaches to help pupils and adults reflect on the impact of their actions, understand one another's perspectives, and work together to move forward positively. This aligns closely with our gospel values of compassion, respect, truth, service and forgiveness, underpinning our restorative and relational approach.

Our commitment to positive relationships is evident in everyday practice, such as teachers warmly greeting students at classroom doors, taking a formal register and students completing recall questions to establish a calm, respectful start to each lesson.

We aim to ensure behaviour expectations remain high, but endeavour to be fair by taking account of a pupil's needs and circumstances. BGN recognise that behaviours may arise from:

- Communication or processing difficulties
- Sensory overload
- Emotional-regulation challenges
- Executive-functioning issues
- Social communication differences

Reasonable adjustments for students accessing SEND support may include, but are not limited to:

- Short, planned movement breaks to aid focus and wellbeing
- Adapted seating plans for pupils with visual, hearing or physical needs
- Sensory or medical adjustment, including access to calm spaces and use of discrete sensory tools
- Creating support profiles which reflect student voice
- Supported conversations that help us understand what led to the behaviour and how to improve things next time
- Targeted staff training and sharing of good practice to help staff to understand and meet individual needs

Through these measures, and those outlined in the Ordinarily Available Toolkit provided by Oxfordshire County Council, BGN strives to create a welcoming, inclusive environment where all pupils feel a sense of belonging.

Investigation Process

During behaviour incident investigations, including those which could lead to a suspension being issued, the school will use different evidence such as staff observations, student statements and CCTV footage. Where CCTV evidence is used, the school will put in place a process which requires another member of staff from within the school to review the CCTV footage and ensure that the accounts and conclusions taken by staff are accurate. The CCTV footage or other evidence used during the investigation process will not be shared directly with parents as this may breach GDPR and or may lead to students being identifiable eg by being in camera frame and/or by their handwriting.

Out of School Behaviour

Schools have the power to give sanction to students who demonstrate negative behaviour outside of school and we will work with the Local Authority and police in dealing with incidents. The measures outlined in this behaviour policy remain in effect when a student is not on the school site if:

- The student is travelling to or from school, whether or not they are in school uniform and when on school trips.
- Are in school uniform
- Are identified as being a student of BGN, where their actions bring the school into disrepute. Actions which fall into this category may be in person, or may be digital/via social media
- Where actions of the student may pose a threat to another student
- Where the actions could have repercussions for the orderly running of the school

Prohibited Items

The following items are prohibited from the school premises: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, E-cigarettes/Vapes, fireworks, pornographic images, E-Scooters, and any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to, the property of, any person [including the student].

Items which are deliberately brought into school, with the intention of disrupting the learning of others or the safe and orderly running of the school, will also be confiscated and sanctions issued for those found to be in possession of these.

The Headteacher and members of the Senior Leadership Team have statutory powers to search for, retain and dispose of, any items banned by the school rules. Students who are caught carrying any of the banned items will also be subject to consequences, as outlined in the behaviour policy, and referral to the police or other services where appropriate.

Communication with Parents

The school knows and values the huge contribution that working collaboratively with parents can have on behaviour and engagement at school. The school will provide information with regards to all behaviour, both positive and negative, via Arbor (this is the schools online managing information system which has a parent app to enable

school-parent communication). For a range of behaviours, these will also be followed-up with email communication.

In the event of a serious breach of behaviour the following will happen:

- Reset from a lesson - the member of staff will make contact to explain what happened and the plan moving forward
- Internal Suspension - the Head of Year will make contact home to explain what happened, and the plan moving forward
- Repeated Internal Suspension - the Head of Year will arrange a parental meeting to discuss appropriate plans of support
- External Suspension - a reintegration meeting will take place, following any external suspensions from school. This will be with key staff in the school, with the aim of discussing the incidents which led to the suspension and support for moving forward

Where there are patterns of continuous minor breaches of the behaviour policy the Form Tutor and Head of Year will make contact.

Risk Assessments

BGN recognises the importance of developing and regularly monitoring risk assessments for pupils who may require additional support due to a variety of factors, including behavioural, emotional, or safeguarding needs. These risk assessments are carefully created and reviewed by pastoral staff to ensure they accurately reflect each pupil's individual circumstances, and help to proactively manage potential risks. This approach supports a safe and inclusive learning environment, enabling targeted interventions that promote positive behaviour and well-being.

Keeping Children Safe in Education: Part Five – Sexual Harassment, Sexual Violence and Discriminatory or Hateful Language

At BGN we are committed to fostering a school community where every individual is treated with dignity and respect, reflecting our Gospel values of compassion, respect, and justice. All members of our community must understand that any comments or actions related to sexual harassment, sexual violence, or discriminatory language — including racism, sexism, homophobia, transphobia, or any form of hateful speech — are completely unacceptable and will never be tolerated.

We firmly reject the notion that such behaviours are a normal or inevitable part of growing up. Terms like 'banter', 'part of growing up', or 'just having a laugh' do not excuse these actions and will always be challenged. Incidents will be addressed promptly through appropriate consequences and, where necessary, referred to the relevant pastoral team or Designated Safeguarding Lead (DSL) at Blessed George Napier.

While we recognise that some pupils may make mistakes, our approach is restorative and educational. We provide support to those affected by harmful behaviour and work with those responsible to understand the impact of their actions. This is embedded within our PSHE programmes, which seek to nurture virtuous, respectful and compassionate individuals who uphold the dignity of all.

Sixth Form Behaviour for Learning

The Behaviour Policy, as detailed above, applies to all pupils, including those in the Sixth Form. However, there are specific expectations and modifications tailored to the Sixth Form community to reflect their role as senior members of the school. These are outlined below:

Dress Code

Sixth Form students are required to wear smart attire. More formal attire eg suits, jackets, ties and blouses are expected on whole school Assembly days and school Masses, to uphold the respect and dignity of these occasions.

Mobile Phone Use

Sixth Form students are permitted to use their mobile phone/headphones in the Sixth Form Study Centre and LRC for educational purposes only. Students using these items elsewhere around the school will have them confiscated. In the first instance, they will be able to collect these from Student Services at the end of the school day. Any further indiscretions will require parents to collect from BGN reception.

Student Identification and Leaving School Site

Sixth Form students are issued with a lanyard and student ID swipe card to access/leave the school site, which must be always worn on site. Students must swipe in at the start of each day to register being onsite. Furthermore, students have the privilege of being allowed to leave the school site at lunchtime to go to Sainsbury's to purchase food items. Students must sign out and in via the LRC when leaving/entering the site, as well as swiping out and in via the school's secure gate system. Students must individually swipe out/in during this time and ensure the safety of the school site by not allowing any other student access through these gates.

Appendix 1: Uniform and Equipment Expectations

Overview

BGN uniform is compulsory for all pupils in Years 7-11. All items of clothing must be named. The uniform is outlined in the table below:

<p>All</p> <ul style="list-style-type: none"> • Plain navy or black top coat – no logos • Navy blue blazer with BGN badge – no other top should be worn with school uniform • Navy ‘V’ neck jumper with BGN badge • Black substantial shoes with heel no higher than 25mm/one inch. No material shoes, trainers, canvas or ballet shoes. No logos on any shoes • A plain navy or black scarf may be worn 	
<p>School Uniform</p>	
<p>Boys</p> <ul style="list-style-type: none"> • Plain white shirt with collar large enough to allow the top button to be fastened. The top button must be fastened at all times • BGN tie which should be fastened allowing at least 12 stripes to be shown • Grey tailored trousers, not black [no chinos and no combat style trousers] • Navy or black socks 	<p>Girls</p> <ul style="list-style-type: none"> • Blue and white check reverse neck blouse • Navy pleated skirt with the BGN logo on, no more than three inches above or below the knee • Navy tailored trousers [no chinos and no combat style trousers] • Plain navy or black tights, or plain navy or black ankle socks only
<p>General</p> <ul style="list-style-type: none"> • No body or facial piercings are permitted whatsoever, covering of such with plasters is not sufficient. Studs, rings etc may not be worn in school time. One small stud, worn at the bottom of each ear, a small crucifix on a chain and a watch are the only permitted items of jewellery. These items will have to be removed for PE • Hair colour and style must be appropriate for school with no tram lines cut into the style. Hair must not be dyed in any unnatural colours. If hair is braided or plaited, then any additions/extensions should also be of a natural hair colour • Make-up, including nail varnish and acrylic nails, is not permitted in school [Years 7-11] • Coats and outdoor clothing may not be worn in school • Boots may not be worn in school [Years 7-11] 	

<p>PE Uniform</p>	
<p>Boys</p>	<p>Girls</p>

<p>Navy and gold rugby shirt Navy blue shorts Navy blue football socks with gold hoops Football boots Training shoes</p> <p>Optional Navy blue hooded sweatshirt with BGN logo BGN navy blue tracksuit bottoms Navy, gold and white polo shirt Running spikes</p>	<p>Navy blue short sleeved polo shirt with school crest Navy blue shorts, skirt or skorts with BGN badge Navy blue socks with gold hoops Training shoes</p> <p>Optional Navy blue hooded sweatshirt with BGN logo BGN navy blue tracksuit bottoms Football boots Running spikes</p>
<p>Our school uniform is available from Cross Embroidery Limited Units 5-6 Lower Cherwell Street Banbury OX16 5AY Tel: 01295 270555 Email: sales@crossembroidery.com</p>	

If items are clearly labelled, they will be returned to pupils

Equipment List	
<p>Every student is expected to provide the following basic items of equipment for every lesson</p> <ul style="list-style-type: none"> • Black ballpoint pen [and a spare] • Coloured pencils/fine fibre tips • Pair of compasses • Scientific calculator • Rough notebook/jotter • Pencil • Pencil eraser • Pencil sharpener • Ruler 12"/30 cm • Protractor • Set square • School planner • Reading book <p>NB – if you do bring scissors into school, they should be round-ended</p>	<p>Other key points</p> <ul style="list-style-type: none"> • Tippex/liquid paper is not allowed in school and must not be used in any schoolwork • An overall or apron may be required for science and craft activities • Textbooks and specialised equipment will be issued on loan • Students will be required to pay for any loss or damage to school property

Mobile phones

The use of mobile phones is not permitted in school. The school rule is that mobile phones are 'NEVER SEEN, NEVER HEARD'. This rule applies from the moment students walk through the school gates. If phones or earbuds are seen or heard, they will be confiscated.

They must be collected by a parent from the school office between 3:30 pm and 4 pm Monday, Tuesday, Thursday and Friday, and between 2:30 pm and 3 pm on a Wednesday.

Please see the mobile phone policy for more details.