



St Mary's and St Vincent's Catholic Primary Schools

Promoting Positive Behaviour and Relationships Policy

Approval Date: September 2025

Review Date: September 2026

Approved by the Local Academy Committee

Mission Statement

"Growing in faith: loving and learning together with Jesus."

Our behaviour policy is rooted in our Catholic mission and Gospel values. We believe that every child is precious, unique and made in the image of God. Through loving relationships, consistent boundaries and restorative practice, we help children grow spiritually, socially and emotionally so that all can flourish.

1. Intent

We aim to create a calm, safe, nurturing and purposeful environment where everyone is valued and respected. Our policy promotes:

- Gospel values and virtues lived out daily by pupils and adults
- A restorative culture where mistakes are opportunities to repair and grow
- Clear and consistent expectations for behaviour across all settings
- A balance of high standards and compassionate support
- Strong partnerships with families and external agencies to meet the needs of all pupils, including those with SEND

2. Legal Framework

This policy is based on:

- *Behaviour in Schools: Advice for headteachers and school staff* (DfE, 2024)
- *Searching, Screening and Confiscation: Advice for schools* (DfE, 2022)
- *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England* (DfE, 2024)
- *Keeping Children Safe in Education* (DfE, 2025)
- The *Equality Act 2010* and the Public Sector Equality Duty.

The policy should be read alongside our Safeguarding & Child Protection Policy.

3. Our Behaviour Principles

All behaviour is communication. We seek to understand, not simply to react.

- Every child can succeed with the right support and relationships
- Positive adult behaviour shapes pupil behaviour
- Belonging matters – children thrive when they feel known, valued and loved
- Restoration is more powerful than punishment – we teach pupils to repair and reflect

Our virtues underpin everything we do:

Loving • Forgiving • Respectful • Honest • Love of Learning • Hopeful

4. Rights and Responsibilities

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be safe	To behave in ways that keep themselves and others safe
To learn	To be ready to learn and allow others to learn
To make mistakes	To take responsibility and learn from them
To be listened to	To listen to others
To give opinions	To express these respectfully

5. Roles and Expectations

All Staff

- Greet children at the door daily.
- Teach, model and revisit expected behaviours regularly (e.g. STAR Sitting, Lovely Lining Up).
- Remain calm, consistent and restorative in all interactions.
- Record incidents on CPOMS and follow the staged response consistently.
- Apply sanctions and rewards fairly, making reasonable adjustments for pupils with SEND or other protected characteristics as required by the Equality Act 2010.

Senior Leaders

- Model the school's approach, support staff in managing behaviour and oversee higher-stage interventions.
- Monitor patterns of behaviour and ensure training and support for staff.

Parents and Carers

- Support the school's expectations and work in partnership with staff.

- Encourage positive behaviour and attendance.

Pupils

- Live out the school virtues in their daily actions.
- Take responsibility for their choices, show kindness and respect and engage in restorative processes.

6. Promoting Positive Behaviour

- Virtue-based rewards: Class Dojo points, certificates, postcards home and celebration assemblies focus on recognising behaviours that go above and beyond expectations and reflect virtues.
- Modelling and teaching: Explicit lessons (e.g. STAR Sitting, Peaceful Prayer, Pleasant Playtimes) help pupils understand and practise positive behaviours.
- High ratios of praise to correction: Adults use specific, sincere praise and positive framing.
- Detentions: When required, detentions are used reasonably and proportionately. Parents are informed of detentions at Stages 2–3 via Class Dojo or phone. Lunchtime detentions may be used for repeated behaviours and are supervised by staff or SLT.

7. Sanctions and Restorative Processes

We use a staged escalation system which prioritises de-escalation and restoration before formal consequences:

1. Stage 1: Self-Regulation Opportunity
 - Reminder → Warning → Thinking Time → Restorative Conversation → Breaktime loss if needed.
 - Managed by class staff, logged on CPOMS.
2. Stage 2: Internal Support
 - Relocation to another classroom, brief restorative chat, parent informed.
3. Stage 3: SLT Involvement
 - SLT support, Repair & Reflect session, possible detention, parent informed.
4. Stage 4: Behaviour Support Plan
 - Personalised targets and regular reviews for ongoing difficulties.
5. Stage 5: Internal Exclusion
 - For continued or serious incidents, with full restorative process before reintegration.
6. Stage 6: Fixed-Term Suspension / Permanent Exclusion
 - As a last resort, in line with statutory guidance.

- Reintegration meetings will be held following any suspension to support the pupil's return to learning and address underlying issues.

Restorative conversations are a key part of all stages and are adapted for EYFS/KS1 and KS2.

8. Pupils with Additional Needs

Some children require adjustments to this policy. Individual Behaviour or Regulation Plans may be used, developed with parents, staff and external agencies. Provision may include additional adult support, alternative spaces, or personalised reward systems. These adjustments are made in line with the Equality Act 2010 and statutory SEND guidance.

9. Behaviour Beyond the School Gate and Online Behaviour

Pupils may be sanctioned for behaviour outside school when:

- Taking part in school activities
- Travelling to or from school
- Wearing school uniform or representing the school
- Behaviour impacts the school community or reputation

This includes online behaviour such as cyberbullying, sharing harmful content or misuse of social media. Incidents will be addressed in line with this policy, the Anti-Bullying Policy and the Safeguarding Policy.

10. Serious Incidents, Child-on-Child Abuse and Positive Handling

- The school has a zero-tolerance approach to child-on-child sexual harassment, abuse or violence, in line with KCSIE. Such incidents are treated as safeguarding concerns in the first instance and managed in accordance with our Safeguarding Policy.
- Where behaviour presents significant risk of harm, trained staff may use Positive Handling as a last resort, following de-escalation attempts. All incidents are recorded on CPOMS and parents informed.

11. Searching, Screening and Confiscation

The school follows DfE guidance. Prohibited items include weapons, alcohol, drugs, stolen items, vapes, fireworks, pornographic images and mobile phones (unless permitted – see below).

- Searches may be authorised by the Headteacher or delegated senior staff.
- Searches will be carried out with another adult present where reasonably possible and by a staff member of the same sex unless exceptional circumstances apply.
- Confiscated items will be stored securely and either returned to parents or disposed of in accordance with DfE guidance.
- All searches and confiscations are logged on CPOMS.

12. Mobile Phones

Pupils in Year 5 and Year 6 are permitted to bring mobile phones to school for independent travel purposes only.

- All mobile phones must be switched off before entering the school site and must not be turned on again until the pupil has left the school site at the end of the day.
- On entering the classroom each morning, pupils must place their mobile phone in the class mobile phone box, where it will be collected by the class teacher and stored securely during the day.
- Mobile phones will be handed back to pupils at the end of the school day.
- The school will not accept responsibility for any loss or damage to mobile phones brought onto the premises.
- Mobile phones are not permitted on any school trips or residential visits under any circumstances.
- This approach aligns with the DfE expectation that mobile phones should not be used during the school day. Phones may be searched where there are reasonable grounds under DfE guidance.

Any breach of these expectations may result in the withdrawal of the privilege to bring a mobile phone to school.

13. Monitoring and Evaluation

- All incidents are logged on CPOMS. Behaviour data is reviewed termly by SLT to identify patterns, evaluate interventions and inform training.
- Governors receive anonymised reports on trends through the Headteacher's Report.
- Data retention follows the school's safeguarding and records management policies.
- Pupil, staff and parent voice inform ongoing development of the policy.
- The policy is reviewed annually, with regular training for staff, supply teachers and midday supervisors. Governors receive periodic briefings to support their strategic oversight.

14. Linked Policies

- Safeguarding & Child Protection Policy
- SEND Policy
- Anti-Bullying Policy
- Exclusions Policy
- Positive Handling Policy