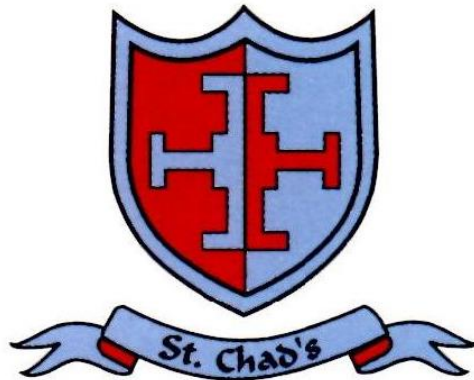


St Chad's Catholic Primary School



RELATIONSHIPS & BEHAVIOUR POLICY

September 2025

Review: September 2027

MISSION STATEMENT

'Be who you were created to be...'

St. Catherine of Siena.

At St. Chad's this means that, with Christ in our hearts, we:

- **Nurture** our faith
- **Grow** as a family
- **Flourish** in all we do

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1: POLICY STATEMENT

At St. Chad's we endeavour to be a Gospel centred school, we recognise Christ is present and working within each of us, transforming us and enabling us to make our school a vision of the Gospel. For our children this means:

- Developing a caring attitude and respect for others.
- Enabling children to recognise the responsibilities of their actions.
- Encouraging self-discipline.
- Ensuring that every pupil feels valued for her/himself and understands that in all disciplinary action, it is the behaviour that is unacceptable and not the child as a person.
- Being able to forgive others and being forgiven.

2: AIMS

- To create a caring and ordered environment for all our children where each and everyone has a feeling of self worth.
- To develop in pupils a sense of self-discipline.
- To develop in pupils a recognition of their responsibility for their actions.
- To ensure that every pupil feels valued for her/himself and understands that in all disciplinary action it is the behaviour that is unacceptable and not the child as a person.
- To ensure that all school rules, rewards and sanctions are clearly understood and consistently applied.
- At St. Chad's we believe that good behaviour and discipline is associated with positive rather than negative forms of control. Positive rewards are used to reinforce good behaviour and to encourage all

pupils to give of their best. It is important that the rewards are seen to be consistent and fair to every pupil. Every child's effort, whether kindness towards others, helpfulness, learning attitude, good work, sport and special achievements should be recognised and rewarded.

3: REWARDS AND INCENTIVES

St. Chad's uses both **informal** and **formal** reward systems.

Informal:

- Praise and encouragement at all times for appropriate behaviour by all members of staff
- Individual class systems - badges, stars, stickers, special privileges
- Children's work read out in class and displayed in classroom or on whole school learning boards
- Visit to Headteacher/ Deputy Headteacher to show work or report reward
- Informing parents either verbally or in writing at the discretion of the teacher

Formal:

- House points - all children are allocated a house team; St. Matthew, St. Mark, St. Luke or St. John. All children are awarded house points. Any member of staff may award children house points. At the end of the week, points are totalled up and the winning house is announced at the Friday assembly. The winning house receives a treat such as an extra playtime or a DVD.
- Star of the week. – Each teacher selects a 'Star of the Week' to receive a certificate in whole school assembly. This award can be given for reasons both academic and non-academic. The 'Stars' have their photo taken as a group and the photo is displayed in the Star of the Week folder for all to see.

4: WHOLE SCHOOL EXPECTATIONS

The standard of behaviour at St Chads is very high. Pupils and Staff are expected to behave in a manner fitting to the Catholic ethos, which permeates everything we do. This expectation ensures a positive and restorative approach to behaviour management in school. All members of our school community are expected to adhere to the following three statements:

- Be Kind
- Be Respectful
- Be Safe

Staff also adhere to the Code of Conduct that was adopted by the Governing Body.

5: RESTORATIVE APPROACHES

Building and nurturing relationships is at the heart of a successful and happy school. In this type of environment everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in any school. The trust encourages the use of restorative approaches to draw a crucial distinction between the person and her/his behaviour. Restorative approaches are based on 'Fair Process' - engagement, explanation, expectation and clarity. People directly involved in the situation are the ones best placed to resolve a conflict. Pupils are therefore encouraged and supported by all school staff who have been trained in restorative approaches to take responsibility for their actions and have to work out how to put things right.

Restorative conversations with pupils - we try to:

- actively listen and encourage the person to talk by asking open questions, supporting,

summarising.

- be empathetic (listen for thoughts, feelings, experiences, behaviours).
- use a 'solution' rather than a 'blame' approach.
- have discussions in a suitable location, involving those who were involved.
- be firm but fair.
- be aware of our body language, tone and facial expressions.

Restorative conversations questions

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected by this?
- What do you need now so that the harm can be repaired?

The key to a truly restorative school community is a systematic, pro-active use of restorative thinking right across the whole staff, pupils and school partners, to find solutions to conflicts rather than focus on who started it and why.

6: BEHAVIOUR MANAGEMENT & SANCTIONS

It is important for the effective implementation of the policy that all staff are consistent in dealing with situations whilst taking into account the individual needs of the child. Staff should also be aware that when a child is under the supervision of another adult they should avoid taking the lead in discipline to maintain a consistent approach following agreed strategies.

In the Classroom

Traffic Lights - The use of a 'traffic lights' system helps to include the children in their behaviour management and encourages them to learn to make correct choices, using restorative practices.

When inappropriate behaviour occurs, staff refer to the expectations stated above, with a clear explanation of how to respond positively to improve the situation. If the rule continues to be broken, the child's name moves to amber, again with clear expectations of how to behave using language of the school rules. If a child improves behaviour, their name can be moved back to green. If the same behaviour continues (despite a reminder or warning given, depending on age), the child's name is moved to red. This then requires a sanction, using natural consequences where possible with the aim of restoring behaviour. Other sanctions may be necessary, depending on circumstances and behaviour plans for individuals.

Following these reprimands, staff model how to forgive and should demonstrate again, the importance of forgiveness and explain that each new day brings a fresh start and the opportunity to make the right choices.

Outside the Classroom/Playground etc.

Staff should not ignore poor behaviour by any child regardless of which class they are in and the previous points apply.

Staff should report their disapproval of a child's behaviour to the class teacher in instances where that behaviour is likely to continue and become problematic to other pupils and staff.

Most serious offences would include persistent bullying, verbal abuse to staff and pupils, physical destructive behaviour, physical aggression to other pupils or staff, leaving school premises.

For serious offences, parents and the Headteacher must be informed.

For an offence by parent against staff or child, the Headteacher has the right to seek LA support and the duty to inform the parent verbally or in writing that they are not to visit the school premises again without making a prior appointment.

7: EXPECTATIONS OF STAFF AND PUPILS

In the Classroom, children are expected:

- To enter and leave in an orderly manner
- To be reasonably quiet at all times
- To be silent at specific times when asked, e.g. registration, Celebration of the Word
- To be polite to adults and children and listen when spoken to
- Not to interrupt adults and children
- Not to interfere with the learning of others
- To care for apparatus and materials
- To keep classroom and cloakrooms tidy
- To complete tasks set by the teacher in appropriate time
- To ask permission to go to the toilet
- To remain seated when teacher has set a task (unless individual care plans require movement/sensory breaks) and ask permission to leave their place (exceptions can be made for specific subjects/lessons)

Implications for staff:

- Staff must have high expectations both of behaviour and work
- Staff must set high standards of care, tidiness and cleanliness within the classroom and the care for the use of materials, storage and display
- Children must be supervised when entering and leaving the classroom
- Staff must be prepared to correct any infringement of this code of behaviour by never ignoring an infringement; being 'just' in listening to a child's explanation of why breakdown has occurred; giving an explanation of alternative action/what is expected; supporting colleagues and ancillary staff

Around the school, children are expected:

- To be reasonably quiet
- To walk orderly and quietly
- To enter the hall for assemblies and worships quietly and calmly
- Not to enter the building before school, during playtime and lunchtime unless they have been given permission by an adult
- To care for the buildings and its grounds
- To treat adults and children with respect

Implications for staff:

Every member of staff must be prepared to correct any infringement of this code of behaviour by:

- Expecting high standards of behaviour
- Never ignoring inappropriate behaviour
- Giving an explanation of what is expected
- Reminding children of the school rules in a calm and clear manner
- Investigating any disturbance, e.g. in the toilets
- Supporting colleagues and ancillary staff

In the playground, children are expected:

- To be polite to children and adults
- To respect others and not interfere in the games of other children
- Not to play or sit on the walls

- Not to re-enter the building without permission
- To report any problems to the teacher on duty
- To stand in silence on hearing the whistle
- To enter classrooms quietly under supervision of the teacher
- To use designated equipment during playtime, if provided
- To only use specific areas on designated days (climbing wall, tyre park etc.)

Implications for staff:

- Duty teacher should be in the playground promptly to welcome the classes as they enter the playground
- Children must be supervised whilst leaving the classrooms by their teacher
- Children should be reminded that they are not expected to re-enter the classrooms or leave the playground without permission
- Children should be reminded about going to the toilet before entering the playground
- Duty teacher should patrol the playground and be ready to intervene before any real problems develop
- Duty teacher should listen to and if necessary act on children's complaints
- In the case of a major problem, the Headteacher/ Deputy Headteacher should be sent for
- Teachers need to be prompt in supervising children's re-entry at the end of break time (11.00 a.m. and 1.00 p.m.)

During Assembly, children are expected:

- To line up quietly in their assembly places ready to leave the classroom
- To walk through school and into the hall quietly and in an orderly manner
- To line up in lines of 10 and wait until the teacher instructs them to sit down
- To wait in silence until the assembly leader begins
- To leave the hall and re-enter the classrooms quietly and in an orderly manner

Implications for staff:

- The teacher conducting the assembly should always be in the hall ready to receive the children
- Staff should ensure that the children are quiet before leading into the hall
- Staff to line children across the hall in lines of 10 and once in place, instruct them to sit down
- Staff themselves should consider not having conversations whilst classes assemble
- Staff should wait until all classes have gathered in the hall and be responsible for keeping their class quiet and calm until the assembly leader has dismissed them

8: CONSIDERATIONS FOR STAFF

- Keep a positive approach to behaviour and discipline - praise and encourage positive behaviour and work at all times.
- Set high standards of care and courtesy by being an appropriate role model.
- Be one-step ahead, predict potential problems and avert them.
- Make school rules clear to the children and refer to whenever necessary.
- Make sparing and consistent use of reprimand, be firm rather than aggressive, and target the behaviour not the person.
- Be aware of your own class management and avoid situations that may lead to disruptive behaviour.
- Use circle time to discuss school rules, behaviour, caring for each other, responsibilities, etc.

For serious offences child-on-child abuse, including sexualised abuse:

1. Separate the participants
2. Stay calm and professional
3. Inform the Headteacher/ Deputy Headteacher as soon as possible
4. Record details of incident
5. Appropriate action taken (See Safeguarding Policy)

For serious offences by parent against staff or child:

1. If a parent should become verbally abusive to a member of staff, or attempt to reprimand another child, a calm professional response is best.
2. Ask parent to seek an appointment with the Headteacher and report the incident immediately.
3. Do not enter into discussion or argument.
4. Appropriate action taken (See Safeguarding Policy)

9: SUSPENSION AND PERMANENT EXCLUSION

We recognise the damaging effects of excluding children and therefore this will only be used as a last resort in exceptional circumstances. We understand that all behaviour is a form of communication and as such we ensure all strategies and approaches towards behaviour are exhausted, this includes the implementation of advice sought from external agencies. Staff should understand that they should seek support to identify and solve the problem in order to support the child in achieving their full potential. As outlined in DfE Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units in England, including pupil movement: "For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour".

The decision to exclude is taken by the headteacher and this may be for a fixed term, known as suspension, or a permanent exclusion. The headteacher will consider the individual pupil's circumstances, evidence available and the need to balance the interests of the pupil against those of the whole school community. If it deems that a suspension or exclusion is necessary, the headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. If the headteacher suspends a child, then the parents should be contacted immediately, giving reasons for the suspension. At the same time, the headteacher should make it clear to the parents that they can appeal against the decision to the governing body. The headteacher informs the Chair of Governors, Local Authority (LA) and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The school will provide suitable full-time education for an excluded pupil from the sixth school day of any suspension of more than 5 consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

10: CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.
2. Power to search without consent for 'prohibited items' including:
 - a) Knives and weapons

- b) Alcohol
- c) Illegal drugs
- d) Stolen items
- e) Tobacco and cigarette papers
- f) Pornographic images
- g) Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h) Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and extreme or child pornography must be handed to the police. Otherwise it is for the headteacher to decide if and when to return an item, or whether to dispose of it.

11: POWER TO USE REASONABLE FORCE

In our school we do **not** have a “no contact” policy as there is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. Reasonable force may be used if a disruptive child:

- needs to be removed from a situation
- is disrupting a school visit, lesson or event
- needs to be prevented from leaving a classroom as this would pose a safety risk to themselves or others
- needs to be stopped from hurting themselves or someone else

School staff have a legal power to use reasonable force. Force is usually used either to control or restrain but never as a punishment. All staff will be provided with training to support their understanding of reasonable force. If reasonable force is used a record should be made on CPOMS as soon as possible. Staff would make any necessary adjustments related to children’s individual needs eg SEND or disability. Care will always be taken to avoid injuring a pupil, but, in extreme cases, this may not be possible.

12: BEHAVIOUR OUTSIDE THE SCHOOL PREMISES

Schools have a statutory power to discipline pupils for misbehaving outside the school premises. Headteachers can regulate behaviour in these circumstances to such an extent as is reasonable. This may include misbehaviour during a school event or educational visit, whilst travelling to and from school, whilst wearing the school uniform or whilst identifiable as a pupil at the school. Additionally, pupils may be disciplined for misbehaviour which may affect the orderly running of the school or its reputation, or which may pose a threat to another pupil or member of the public.

13: ONLINE BEHAVIOUR

A growing area of concern is children’s online interactions beyond the school day. Staff take very seriously any behavioural issues related to online bullying or harassment. This could take the form of online live conversations, social networking chats, messaging, texting and/or the use of photos or images. If children or parents make staff aware of any such issues, they will follow these up appropriately. Under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication

with the intent to cause distress or anxiety. The headteacher may seek further advice from outside agencies if required.

14: MOBILE PHONES

The school recognises that there are benefits to older primary aged pupils owning a mobile phone but feel that these are outweighed by the negatives. Smartphone apps are not intended for pupils under the age of 13 and use of these can lead to potential negative issues. Therefore, smartphones and other internet enabled devices (such as smart watches) are not permitted to be brought to school. By doing so we are encouraging parents to think seriously as to whether pupils in primary schools should have a smartphone. If parents want pupils to have a phone in order to contact them when walking to and from school, a non-internet enabled phone can be used. This must be handed in to a designated place in each school during the day.

15: SEXUALISED LANGUAGE AND HARMFUL SEXUAL BEHAVIOUR

We take any form of sexual harassment, such as sexual comments, remarks and online sexual harassment, which may be standalone or part of a broader pattern of abuse, very seriously. In any instances of this happening, parents will be informed and any incident will be dealt with in a proportionate, considered, supportive and decided on a case-by-case basis in line with the sanctions within this behaviour policy. We will consider the age and developmental stage of the alleged perpetrator(s), the nature and frequency of the alleged incident(s) and how to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time).