

Relational Policy

Previously known as the Behaviour Policy



SCHOOL MISSION STATEMENT

St Catharine's Primary School provides an inclusive Catholic education, expressing love of and trust in Jesus. We empower individuals to

“Let Their Light Shine”

(Matthew 5:16) through courage, compassion and community.

Approved by:	Local Governing Committee
Operational review by:	Senior Leadership Team
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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

1.1 Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to pupils
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The Suspension and Permanent Exclusion policy explains that permanent exclusion will only be used as a last resort, and outlines the processes involved in suspension and permanent exclusion
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board every 3 years.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff \(2024\)](#)
- [Keeping children safe in education \(2026\)](#)
- [Working together to safeguard children \(2026\)](#)
- [Searching, screening and confiscation in schools](#)
- [Equality Act 2010 and the Public Sector Equality Duty](#)
- [Restrictive interventions, including the use of reasonable force, in schools \(2026\)](#)
- [Supporting pupils with medical conditions at school](#)
- [Mobile phones in schools \(2026\)](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England \(2026\)](#)
- [Early Years Foundation Stage statutory framework for group and school-based providers \(2026\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).
In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Education Endowment Foundation [‘Improving Behaviour in Schools – Guidance Report’](#)

3. Definitions

The school motto is “*Let Your Light Shine*” and everyone strives to take pride in their work, their school and their appearance. Pupils are encouraged to ensure that their attitudes to all aspects of their learning are consistently positive and these positive attitudes have a good impact on the progress pupils make. Pupils must show respect for others' ideas and views.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lack of respect for adults in school (including answering back)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules via misbehaviour
- Any form of bullying
- Child-on-child abuse, including sexual harassment, sexual violence and harmful sexual behaviour. We recognise that harmful sexual behaviour exists on a continuum, from developmentally expected behaviour through to behaviour that is problematic or abusive, and that our response must be age appropriate. All such incidents are reported to the DSL and managed under our Safeguarding and Child-on-Child Abuse policies, not through sanctions alone.
- Making or sharing nudes and semi-nudes, including images that have been digitally altered or generated using artificial intelligence. All such incidents are treated as a safeguarding concern and reported to the DSL.
- Serious violence, including carrying a weapon, threatening to use a weapon, or using a weapon.
- Vandalism
- Theft
- Fighting
- Physical contact with children and/or adults
- Racist, sexist (including misogynistic), homophobic, transphobic or other prejudice-based or derogatory behaviour. We take a zero-tolerance approach and recognise that misogyny, left unaddressed, can escalate towards harmful sexual behaviour.

Prohibited items are defined as:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, vapes and e-cigarettes
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property
- Mobile phones and smart devices brought into school without permission

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our trust anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles. The Governing Board also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Teaching and Learning Committee giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

The school motto is "*Let Your Light Shine*" and everyone strives live this motto through their actions. Our school rules are that we are Ready, Respectful and Safe always. Examples are adapted for each class (Appendix 2).

Pupils are expected to

- Behave in an orderly and self-controlled way
- Show respect to each other and all adults
- In class, make it possible for all pupils to learn
- Move sensibly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Be safe online



7. Promoting positive behaviour

7.1 Classroom practice

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Discuss the School Rules with their children and display this in their classroom – referring to it when needed
- Best practice is always to promote positive behaviour by stating the behaviour we want to see in positive terms, for example “Show me your beautiful sitting.”
- Develop a positive relationship with pupils, in line with Restorative Practice principles.

7.2 Rewards and praise

At St Catharine’s, we believe effective behaviour support focuses on the positive. Intrinsic motivation underpins resilience, goal-setting and positive conduct.

Staff use praise and encouragement throughout the day, linking to RRS and celebrating good behaviour. Children are nominated for roles such as school parliament, chaplaincy and monitors. We promote a growth mindset by recognising the learning process and the skills that build resilience and lifelong motivation.

We also offer external rewards and praise as follows:

Reward	Additional Information
Class Rewards	Rewards, such as marbles in a jar, are awarded for whole class successes above expectations.
House System	House points are awarded for individual successes above and beyond the expectations. 1 house point per success to be recorded by the teacher.
Headteacher ‘Let Your Light Shine’ Certificate	Staff nominate children each week from each class for a certificate to reflect significant achievements linked to Catholic Social Teaching and our school values.
Subject Leader Rewards	Subject Leaders may set up basic reward systems as and when appropriate, e.g., Scientist of the Week

Rewards are never removed after they have been awarded.

7.3 Sanctions

Following misbehaviour, there may be a sanction. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder
- Expecting work to be completed at home, or at break or lunchtime
- Reduced break time
- Missing planned activities
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour plan
- Suspension (fixed-period)
- Permanent exclusion
- Removal from the classroom following the LWCET Use of Reasonable Force and Positive Handling Policy

We use restorative approaches alongside appropriate sanctions. Sanctions are followed by reflection and conversation to help repair relationships and support positive behaviour change.

7.4 Off-site behaviour

Consequences, in line with our behaviour policy, may be applied where a pupil has misbehaved outside of school – including during school trips, on the journey to or from school, or while online – if the pupil is representing the school, wearing school uniform, or their behaviour poses a risk to the reputation or safety of the school community.

7.5 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Any allegation against a member of staff is managed in line with Part four of Keeping Children Safe in Education. The headteacher will consider at the earliest stage whether a referral to the Local Authority Designated Officer (LADO) is required. A sanction for a malicious allegation will only be considered once that process has concluded.

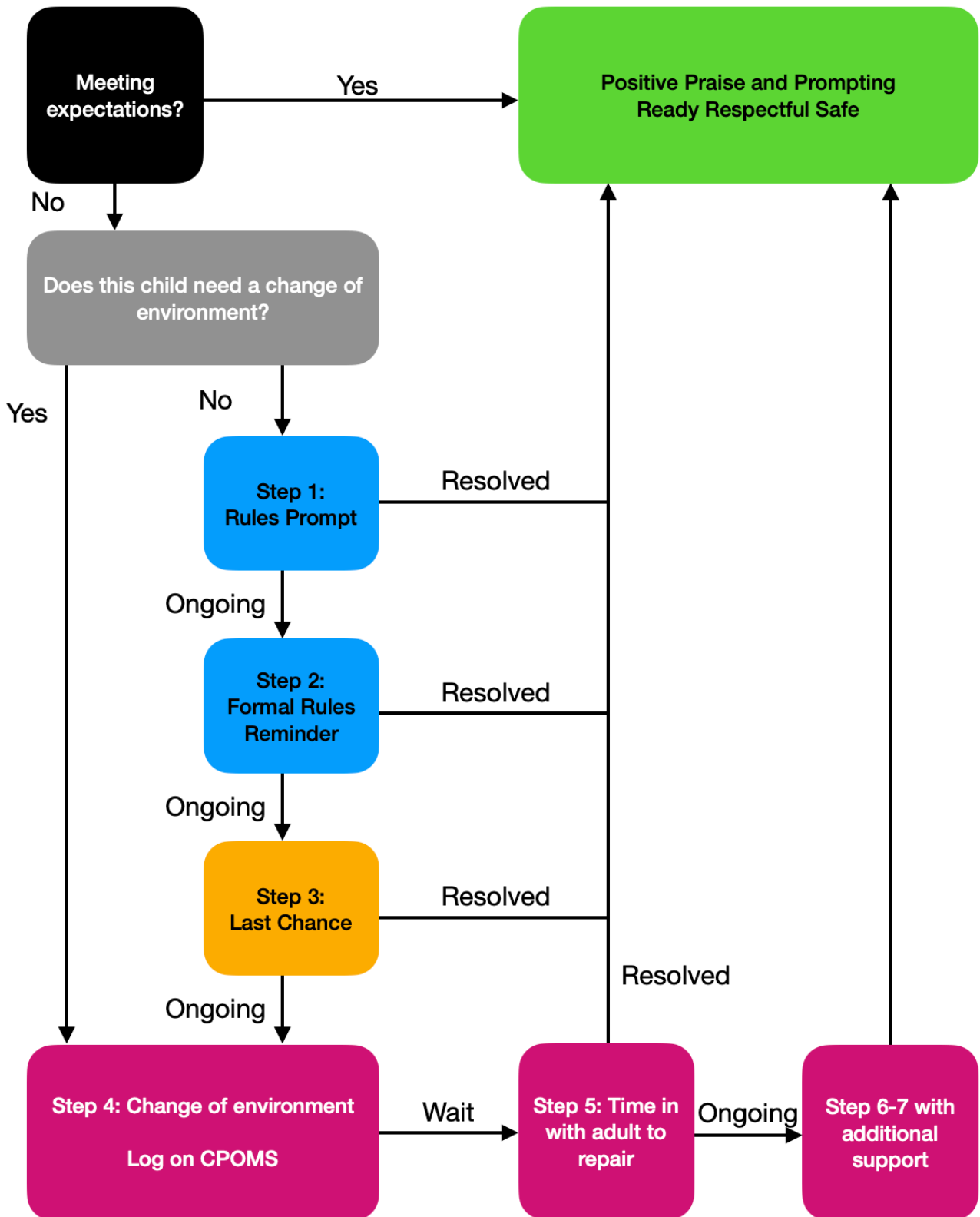
8 Behaviour management

At St Catharine's, we take a consistent, relational approach to behaviour rooted in our three school rules: **Ready, Respectful, Safe**. We believe that strong relationships, clear expectations and high-quality teaching create the best conditions for learning and behaviour.

Staff use praise, prompts and positive reinforcement to encourage good behaviour, supported by rewards such as house points linked to our core rules. When behaviour falls below expectations, we use calm redirection and restorative conversations to help children reflect and take responsibility.

All pupils and staff are made aware of our procedures for preventing and addressing bullying. Any incidents are taken seriously and dealt with promptly and fairly, in line with our trust anti-bullying policy.

To support consistency across the school, all staff follow a clear **six-step behaviour response**, designed to help children make positive choices and repair relationships when things go wrong:



Step 1 Prompt

A prompt of the three simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat prompt if reasonable adjustments are necessary. Staff take the initiative to keep things at this stage.

Step 2 Reminder

A clear verbal reminder delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.

Step 3 Last chance

Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Allow them time to decide how to adjust their behaviour.

Step 4 Change of environment

Pupils may use a time out outside the room, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. This step is recorded on CPOMS. Where a child is repeatedly removed from the classroom, this pattern is reviewed by the DSL and SENCo as a possible indicator of an unmet need.

Step 5 Time to repair

This might be a quick chat at breaktime or a more formal meeting. Parents are contacted by the class teacher or SLT following repair if necessary. After multiple Step 5 conversations, SLT will refer to step 6.

Step 6 Personalised support

In situations where behaviour hasn't improved, individualised targets help children develop social, emotional and behavioural skills. They are created with input from the teacher, child, parents, SLT and SENCo, and recorded as part of the graduated pathway. Where a child's behaviour raises concern, we investigate potential SEND needs, safeguarding issues or other unmet needs, and involve external agencies where appropriate.

9 SEND provision and support, and safeguarding

As a school, we recognise that pupils' behaviour may be influenced by a special educational need or disability (SEND), and that behaviour management requires reasonable adjustments.

When incidents of misbehaviour occur, we will consider them in relation to a pupil's SEND, although not every incident will be linked to their needs. Decisions about the impact of SEND on behaviour will be made on a case-by-case basis. The Special Educational Needs Co-ordinator (SENCo) will assess pupils who exhibit challenging behaviour to identify any underlying unmet needs. Where appropriate, the SENCo, class teacher, and parents/carers will work collaboratively with the pupil to provide targeted support.

In cases where behaviour does not improve following initial interventions, the school will seek advice and support from specialist teachers, educational psychologists, medical professionals, or other relevant agencies. For pupils with specific needs, a formal behaviour support plan, such as a MyPlan, will be developed in consultation with the pupil, parents/carers, Inclusion Lead, and external professionals. The plan will be regularly reviewed with all involved parties.

We also recognise that a child's behaviour may be a communication of an unmet emotional or mental health need. Staff who are concerned about a child's mental health or emotional wellbeing will report

this to the DSL and follow our Safeguarding and Child Protection policy. Behaviour will never be treated as a discipline matter alone where there are indicators of a mental health need. This sits alongside our whole-school approach to wellbeing, including the Thrive Approach.

Keeping Children Safe in Education 2026 also sets out additional barriers that children with SEND may face in relation to abuse, neglect and exploitation: they may not recognise that what is happening to them is abuse; they may require intimate care; they may be more isolated from their peers; and they are more likely to be dependent on adults for their care. Staff take these barriers into account when responding to behaviour and when considering whether a safeguarding referral is needed.

The school will also uphold its legal duties when managing behaviour for pupils with SEND, including:

- Taking reasonable steps to avoid substantial disadvantage caused by school policies or practices (Equality Act 2010)
- Using best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- Securing the provisions of an Education, Health and Care Plan (EHCP), including cooperation with local authorities and other bodies

As part of meeting these duties, the school will anticipate possible triggers of misbehaviour and implement preventative support tailored to individual needs. Examples include:

- Planned movement breaks for pupils who struggle to sit still
- Adjusted seating arrangements for pupils with visual or hearing impairments
- Modified uniform requirements for sensory sensitivities or medical conditions
- Staff training on conditions such as autism
- Use of sensory or separation spaces for emotional regulation. These spaces are supervised, the child is free to leave at any time, and they are never used as seclusion.

9.1 Adapting sanctions for pupils with SEND

When considering sanctions, the school will consider:

- Whether the pupil was able to understand the rule or instruction
- Whether the pupil was able to behave differently at the time due to their SEND
- Whether the pupil's SEND makes aggressive behaviour likely

If any of these apply, it may be unlawful to sanction the pupil. The school will carefully assess whether a sanction is appropriate and whether reasonable adjustments to the sanction are necessary.

It is important that the class teacher clearly communicates to other pupils and witnesses that the behaviour is unacceptable but has been managed appropriately, to maintain fairness and understanding within the class community.

10 Suspensions and exclusions

More severe behaviour incidents / choices will be dealt with on an ad hoc basis and may result in immediate sanctions (removal from classroom, suspensions, and call to parents).

Fixed term suspension will only be used for exceptionally serious situations, where behaviour has been extremely unsafe and/or disruptive. Wherever appropriate, alternative responses will be considered first. These may include internal exclusions, time with a mentor, involvement in positive community tasks (such as supporting a lunchtime club), or structured activities during unstructured times of the day.

A suspension is never issued lightly. The Trust's Suspensions and Exclusions Policy provides detailed information on the procedures and framework for fixed-term and permanent suspensions, emphasising that suspensions and exclusions are only used as a last resort.

11 Reasonable force and restrictive interventions

In some circumstances, staff may use reasonable force to restrain a pupil (Certain staff are "Positive Handling" trained) to prevent them from:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Be recorded in writing as soon as practicable, including the child's relevant needs (including any SEND), the rationale for using force, any injuries, and the post-incident support provided
- Be reported to parents or carers as soon as reasonably practicable, and on the same day for children in the Early Years Foundation Stage

This section reflects the statutory recording and reporting duties under section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, together with the DfE guidance Restrictive interventions, including use of reasonable force, in schools. Where the use of reasonable force can be anticipated for an individual child, it is planned in advance with parents and carers and recorded in the child's behaviour support plan or MyPlan.

12 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

In line with the DfE's statutory guidance Mobile phones in schools, the school is a phone-free environment throughout the school day, including breaktimes and lunchtimes. Where a child needs to bring a mobile phone or smart device into school because they travel to and from school independently, it must be handed in at the school office on arrival and collected at the end of the day.

13 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14 Training

Our staff are provided with training on managing behaviour as part of their induction process. Behaviour management forms part of continuing professional development. Staff are supported during the year by SLT. All staff read Part one of Keeping Children Safe in Education in full; Annex A has been removed from the 2026 edition. Behaviour training also covers de-escalation, the use of reasonable force and restrictive interventions, and child-on-child abuse, including harmful sexual behaviour.

15 Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Teaching and Learning Committee every year. At each review, the policy will be approved by the headteacher. The written statement of behaviour principles will be reviewed and approved by the full governing board every three years.

All Step 4 and above incidents will be recorded on CPOMS. This allows the school to build up a picture of behaviour – patterns, types and occurrence. It also allows the school to build up a picture of individual pupils so that support can be targeted to meet individual pupil needs.

Step 4 and above incidents are reviewed half-termly by the DSL and SENCo. Where a child is repeatedly removed from the classroom, or is on a part-time timetable, this will be considered as a possible indicator that the child would benefit from early help or targeted Family Help, in line with Keeping Children Safe in Education 2026 and Working Together to Safeguard Children.

16 Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Suspensions and Exclusions Policy
- Child-on-Child Abuse policy
- Online Safety and Acceptable Use policy
- Mobile Phones policy
- SEND policy
- Reasonable Force and Positive Handling Policy
- Equality Information and Objectives

Appendix 1: School virtues

Virtues:

Courage, Compassion, Community

Scripture:

Courage Joshua 1:9

Be strong and courageous. Do not be frightened, and do not be dismayed, for the LORD your God is with you wherever you go.

Compassion Ephesians 4:32

Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.

Community 1 Corinthians 12:12

For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ.

Mission:

St Catharine's Primary School provides an inclusive Catholic education, expressing love of and trust in Jesus. We empower individuals to **"Let Their Light Shine"** (Matthew 5:16) through courage, compassion and community.

Appendix 2: School rules (examples are adapted in each class)



Example from KS1 class for 2026-2027:

 Ready	Focus	
	Green Zone	
	Resources	
 Respectful	Help Each Other	
	Thumbs In	
	No Outsiders	
	Let Your Light Shine	
 Safe	Kind Actions	
	Seating	
	Online	
	Talk to a Trusted Adult	