



St Mary's CE Primary School

N8 7QN

Relational Behaviour Policy

Jesus said, "Love one another as I have loved you." (John 15:12)

Our Vision

As we love, we flourish

As we flourish, we aspire

As we aspire, we achieve

Together, we are a family.

Friendship, Compassion, Hope, Wisdom, Community, Endurance

Approved by:	Children, Families and Community Committee	Date: February 2025
Last reviewed on:	February 2025	
Next review due by:	February 2026	

At St Mary's CE Primary, our Vision places our Christian values of 'Friendship, Compassion, Hope, Wisdom, Community and Endurance' at the core of everything we do.

Our School rules are simple:

Be Ready to Learn – Wisdom, Hope, Endurance

Be Kind to Everyone – Compassion, Community, Friendship

Be Safe – Community, Wisdom

These Christian values and rules are embedded into the fabric of every aspect of school life, creating a clear and distinctive Christian ethos that underpins every thought, decision and action. Each value is modelled and demonstrated by staff through the way they act, speak to and behave towards every member of the St Mary's family. Our expectation is that our children and wider school community demonstrate our Christian values which are common to all faiths and none.

At our school, we are committed to enabling all children to have equal and a successful access to a good quality education. Part of this commitment is about establishing high standards of behaviour at all levels throughout the school.

Through our daily school life, we encourage our children to build respectful friendships and demonstrate compassion and a sense of community towards others.

We also promote and encourage our children to develop and demonstrate a sense of pride in all that they do, to treat and love each other as Jesus loved them and to uphold the values that are important to our school community. This we believe will enable our children to flourish

St Mary's CE Primary school is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The governing body and staff at St Mary's believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers (partnership). Positive behaviour is the result of excellent positive relationships between adults and children and a well-planned curriculum that stimulates children to learn through asking questions, debating and challenging themselves.

Positive behaviour is taught, modelled, expected and praised. Poor and unacceptable behaviour is challenged; teachers support the children to understand their feelings and help them to make good choices in relation to behaviour.

At St Mary's we aim to....

- Foster positive relationships between all members of our school community
- Ensure that all members of our community are treated fairly and shown respect so that we create a safe and nurturing environment
- Ensure that all staff are aware of the very high standards of behaviour that are expected of them, taking responsibility for promoting these high standards
- Help learners develop life skills including self-regulation, empathy, social awareness – recognising that every action has a consequence
- Use restorative approaches
- Build a school community which values and models kindness and empathy

Purpose/aim of the policy

To provide simple practical procedures for staff and pupils that:

- Recognise and promote behavioural norms through systems – daily practice and expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through strong positive relationships and positive interventions
- Develop positive behaviours for learning (linked to growth mindset)

Fundamental Principles

All members of our school community have the right to

- Feel safe and secure
- Be treated fairly and consistently
- Be listened to
- Be treated with kindness, respect and empathy

Consistent adult behaviour leads to pupils consistently meeting our expectations

- Staff will acknowledge and welcome every child
- Model positive behaviours and build relationships with all pupils
- Behaviour is the responsibility of all staff, with support being provided at all levels
- Staff will address pupils who are not meeting behaviour expectations
- Use a calm regulated tone and respectful language, appropriate to the needs of that child
- Provide routine so that pupils know what happens next
- Will remain curious and demonstrate the desire to understand the behaviour and what it communicates
- Empathise to show that we care

Senior leaders are not expected to deal with behaviour incidents in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a united consistency to our pupils in the approach that we use. All staff are responsible for managing the behaviour of our children and will set expectations accordingly.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence across the school and especially at transition times
- Celebrate staff, leaders and pupils whose efforts go above and beyond expectations
- Regularly share good practice
- Support staff in managing pupils with more complex or entrenched negative behaviours
- Use behaviour data to assess school wide behaviour trends
- Regularly review provision for pupils who fall outside the range of the written policy.

Teachers/ adults will:

- Promote behavioural norms through systems – daily practice and expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through strong positive relationships and positive interventions

Pupils want teachers to:

- Listen
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Praise and Positive Reinforcement

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” – Paul Dix

We recognise and reward pupils who go ‘above and beyond’ our expectations. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. Positive reinforcement may take the form of different approaches across each Key Stage. They may include:

Class Level

Praise for making good choices

Housepoints – house colours – weekly winners

Kindness coins – orange housepoints (10 pts) – to be added to the housepoints (limited for special occasions)

Star of the Week – Academic achievement & Christian Value of the week

Whole School Level

Housepoints – house colours – weekly winners are announced during celebration assemblies.

Star of the Week - Academic achievement and Christian Value - Celebration assemblies

Raffle tickets (SMSAs) – to be given out by the SMSAs during lunchtime and announced in celebration assemblies.

House Cup – celebrated termly and at the end of the academic year.

Teachers may use individualised rewards in their class with a focus on achieving something as a team.

Managing behaviour

For many of our pupils, a gentle reminder is all that may be needed to remind them of our expectations. However, there will be occasions when it is necessary for other steps to be taken, such as asking a child to take a timeout in another classroom for a short period to reflect or as a consequence. This should only happen after careful consideration of the child’s needs. It is important for teachers to praise the behaviour they want to see. Staff should allow pupils ‘take up time’ to digest expectations once they have been shared; this avoids leaping to accelerated sanctions for low level disruptions.

Children with SEND

- Staff will have special consideration to children with SEND and apply the behaviour policy accordingly, depending on their level of need and their understanding of how to manage their own behaviour.
- Wherever possible, restorative conversations between the children and adults will take place.
- Parents may also be contacted by teachers if necessary.
- Any inappropriate behaviour will be logged on ABC forms

Practical steps to manage or modify behaviour

Our pupils are responsible for their behaviour. However, it is our responsibility as staff to support them in making better choices. Staff will address behaviour using the steps below to deal with poor behaviour choices. It is our aim to keep our pupils at steps 1 and 2 for as long as possible.

Stepped Interventions	Possible Behaviour (these lists are not exhaustive)	Examples of reminders/ consequences/ sanctions
Step 1 - Reflection	Calling out Ignoring instructions Occasional inappropriate talking Not lining up properly Deliberate wasting of time (not engaging)	<ul style="list-style-type: none">• Positive reinforcement of other children around them. "XXX, thank you for sitting so beautifully".• Provide a visual cue to the child that you want them to make a good choice – this could include a look or point to what you expect.
Step 2 - Reminder	As above Wandering around Deliberately interrupting a teacher/ child Making silly noises Pushing/ being aggressive in line Work avoidance Minor challenge to authority	<ul style="list-style-type: none">• A reminder of expectations (3 behaviour rules) delivered privately wherever possible. The adult makes the child aware of their behaviour.• The child has a choice to do the right thing (allow take up time).• If appropriate, make links with the Zones of Regulation• Praise them if they positively change their behaviour, acknowledging the change
Step 3 - Warning	Deliberately causing a disturbance	If the behaviour persists: <ul style="list-style-type: none">• A clear verbal caution delivered privately to

	Disrespectful comments and name-calling Significant challenge to authority Swearing/ using inappropriate language Leaving class without permission Repeated refusal to follow instructions Rough play Threatening physical violence/ harm	the pupil making them aware of their behaviour choice and clearly outlining the consequences if they continue. <ul style="list-style-type: none"> • The pupil has the option to make the right choice. • Pupils will be reminded of their good previous behaviour to prove that they can make good choices. • Scripted approaches at this stage are encouraged if appropriate, again, making links with Zones of Regulation (see appendices) • Pupils are given a final opportunity to engage with learning/ follow instructions. At this point, if necessary to cool down/ diffuse the situation, the pupil can go to a time out space in class or in another class to reflect on their behaviour - (3-5 minutes should be enough time, although longer may be necessary). If the above steps are unsuccessful, or if a learner refuses to take time out, the learner will have to leave the room and work in their parallel class (or another chosen class).
Step 4 - Consequence	Bullying/ intentional physical harm/ violence Repeatedly leaving class without permission Vandalism Throwing objects	<ul style="list-style-type: none"> • Teachers/ adults will investigate by asking both parties what has happened. • Pupils will be sent to parallel class to have a time out.

	Harmful offensive name-calling (racist, sexist, homophobic) Serious challenge to authority Verbal abuse to any staff member Stealing Persistent dishonesty	<ul style="list-style-type: none"> ● Boundaries and expectations are reset – pupils are informed they will miss part of their playtime/ lunchtime. ● A call home to inform parents of behaviour choices made by the pupil. ● If a call home is made, this should be logged on Integris ● At this point, SLT support may be needed in the form of a conversation with the pupil or with the parents
Step 5 – Internal Referral	Verbal/ physical abuse towards any pupil or staff member Racist abuse Persistent bullying Extreme danger or violence Bringing dangerous objects into school Leaving the school site without permission Very serious challenge to authority	<ul style="list-style-type: none"> ● Parents will be contacted - A call home should be made by the class teacher and the incident logged on Integris. ● Internal referral to SLT ● Children may be removed from the playground during break and lunchtimes ● More serious sanctions will be discussed by SLT in conjunction with the class teacher, including the use of fixed-term suspensions or permanent exclusions ● Governing body will be informed of incidents where permanent exclusions are necessary.

PACE

Pace is an approach developed by Dr Dan Hughes, an American psychologist. PACE stands for Playfulness, Acceptance, Curiosity and Empathy.

Through **Playfulness**, we are able to build the relationship.

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong.

Acceptance of a child without judgement helps them to feel better about themselves.

Unconditional acceptance is fundamental to a child's sense of safety because it shows them that we have connected with their feelings without judgement and without seeking to reassure their feelings away.

Using **Curiosity** helps a child to understand why they do what they do.

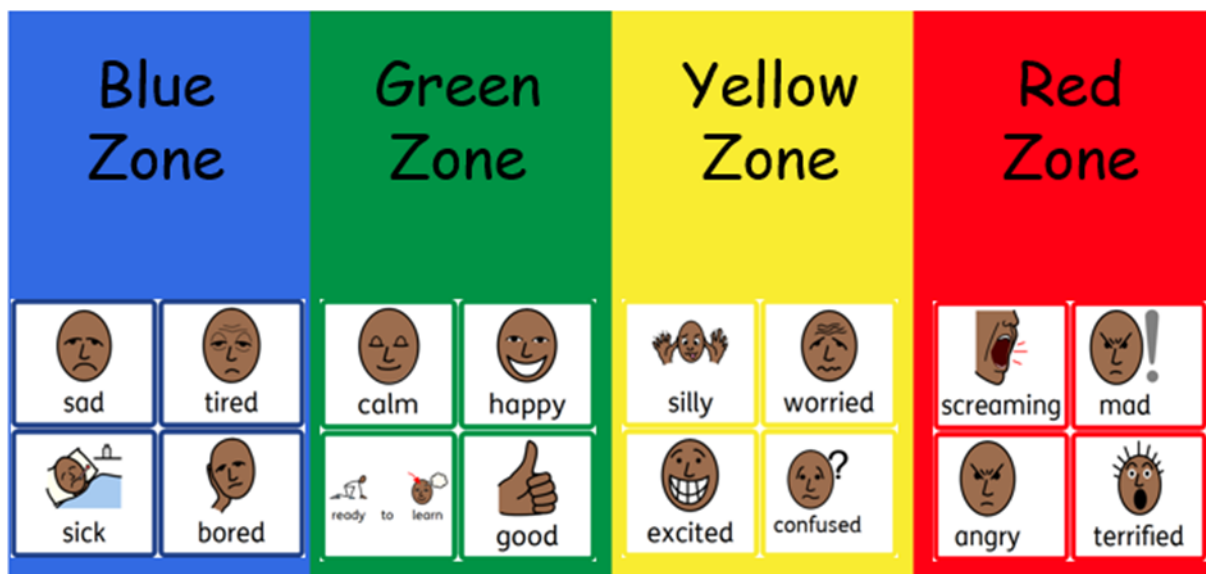
It is important to be curious about the child's thoughts, feelings, wishes and intentions. Showing a child that we are interested in what is going on for them and willing to do something about it is a very powerful experience.

Empathy is a foundation for helping a child start to love themselves.

When we show empathy, we are showing a child that their feelings are important to us and that we are alongside them in their difficulty. We are showing that we can cope with the hard times with them and we are trying hard to understand how it feels.

Zones of Regulation

Zones of Regulation enables children to identify the zone they are in and the feelings they may experience as a result of this. It also gives them the strategies in which they can self-regulate their emotions. Zones of Regulation gives an inner voice which can coach them when dealing with situations they find difficult or challenging. It is supportive and nurturing in its approach and equips children with self-help strategies. Staff can use Zones of Regulation to better understand how children are feeling and to support children to get back to green. This approach enables staff to be proactive rather than reactive.



Restorative Practice

At St Mary's, we use Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way.

Restorative approaches are based on four key elements:

Respect: for everyone by listening to the opinions of others and learning to value them.

Responsibility: taking responsibility for your own actions.

Repair: developing the skills within our school community so that individual members have the necessary skills to identify solutions to repair harm and ensure that unacceptable behaviours are not repeated.

Re-integration: working through a structured, supportive process that aims to resolve problems, allowing young people to stay in class and in school.

Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where behaviour is disruptive, adults will apply the procedures from the steps detailed above (see **Restorative Justice Approach** in appendices) to help resolve issues that arise.

Consequences

When thinking of behaviour, observing 'poor behaviour' disposes us to think of a suitable consequence. Whereas, if we think of this as a child struggling to deal with a difficult situation, we think of ways to help them overcome this.

Adults must be consistent in applying rules, codes of conduct, rewards and consequences, promoting a safe environment for our children. Incidents must be recorded centrally using Integris, detailing behaviour, actions taken by staff including any restorative actions undertaken.

- Adults may contact parents/ carers to identify any possible causes for concern that may result in altered behaviour at school, for example, changes in circumstances at home.
- Sometimes, it may be necessary to address the inappropriate behaviour at a time when a child's behaviour is regulated. In such circumstances, staff should inform pupils that their behaviour will be addressed and will be spoken about later (using a restorative approach whenever possible).
- Staff will avoid consequences which lead to unnecessary shaming or humiliation of pupils, which can lead to increased inappropriate behaviour.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach does not work.
- After a consequence, it is important to repair and restore the staff-pupil relationship, through a restorative conversation between the pupil and adult.
- In addition, pupils will be supported to reflect on their behaviour choices and be given the opportunity to address this, which may include support to repair a relationship, replace something which is broken or tidy a classroom that has been disrupted.
- Staff should praise the child's behaviour at the very first opportunity to support positivity. Staff must reassure the child that the inappropriate behaviour has been dealt with and a fresh start is required.
- If appropriate, contact should be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters will be addressed initially by the class teacher and where necessary, be referred to the Headteacher or SLT. Such incidents could include:

- Fighting

- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Exclusions and fixed term suspensions

See DfE guidance document. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Fixed Term Suspensions

At St Mary's, we believe that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term suspension, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and, where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Policy) or when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. The governors of St Mary's CE Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Searching pupils

The headteacher and staff authorised by the headteacher have the statutory power to search pupils or their possessions without consent, where they suspect that a pupil has weapons, illegal items or stolen goods. If a search is thought to be necessary, this is always carried out by two members of staff ensuring that one will be of the same gender as the child. School staff can seize any prohibited items as a result of a search. Parents will be notified of any such search and alerted to any prohibited items found. If necessary, the school will seek the involvement or support from outside agencies.

For further information, see

https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbe55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Discipline Beyond the School Gates

From time to time, schools may need to respond to incidents that occur outside of school hours and off school premises — including online behaviour and activity on social media. Our expectations remain clear: pupils should not engage in inappropriate conduct such as taunting, name-calling, harassment, or any behaviour that causes or could cause harm to others, brings the school's name into disrepute, or is inconsistent with the values and standards set out in our behaviour policy.

Where such behaviour occurs, the school may respond in line with our behaviour policy and Department for Education guidance. Alongside this, we are committed to working closely with

children and their families to support understanding, prevent future incidents, and help pupils make positive choices going forward.

Reviewing and monitoring

Monitoring of this policy will happen termly to ensure compliance and effectiveness.

This policy will be reviewed Nov 2025.

This policy links to:

Anti-Bullying Policy 2025

Exclusions and Suspensions Policy 2025

Appendices

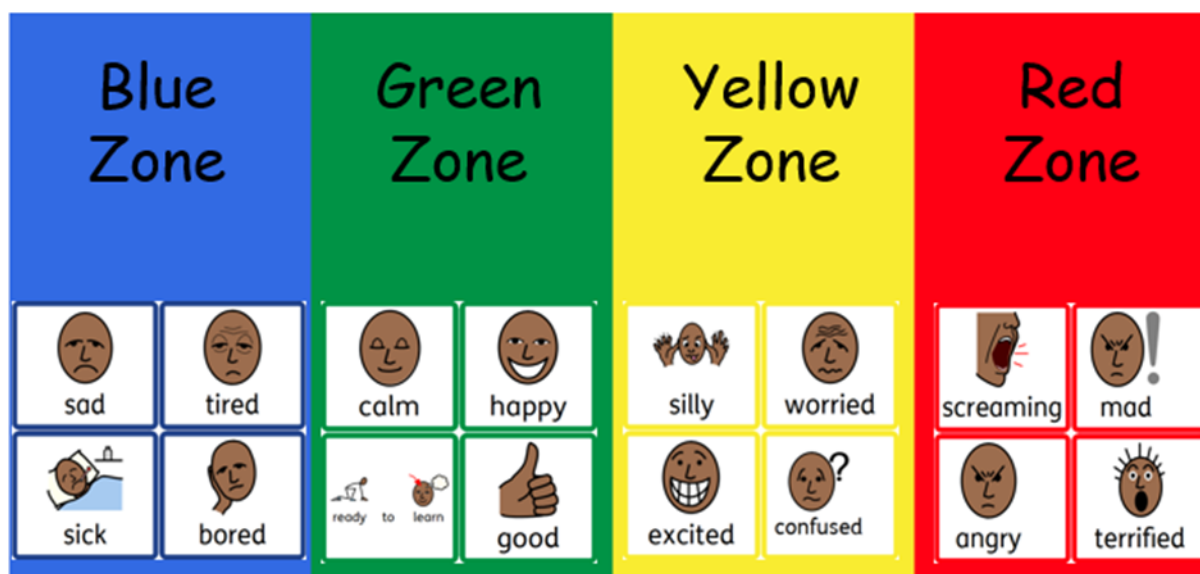
Opportunities to engage in conversations	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At St Mary's, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? That is what I need to see today • Thank you for listening... then give the child some 'take up' time. If the warning is not heeded and the behaviour continues this must be recorded on Integris. At this point the learner will be informed that they will take some time to reflect. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break. <p>PACE may be used here.</p>
Cool Off	<p>Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
Repair Restorative Conversation	<p>5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by the parents and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p>

Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- Tactical ignoring
For short period of time.
- Tactical pausing
Pause, emphasises attention and focus.
- Non-verbal cueing
A clear, discussed cue that gives message.
- Name reminder
Integrate name into teacher talk.
- Proximity praise
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- Behavioural direction
Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- Rule reminder
Could ask a question 'What is our rule for.....?'
- When.....then.....
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Partial agreement
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record
I would like you to..... The rule is.....
- Direct questions
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- Directed choices
Within known rules or routines- refer back to rights roles and responsibilities.

Assertive comment / direction / command

Zones of Regulation



Restorative Justice Approach

Restorative Justice Approach
WISDOM– What has happened? Who was affected (and how)?
ENDURANCE – What did you do? What else?
HOPE – How are we going to move forward? What do you want to come out of this discussion?
COMPASSION/ LOVE – What would you do differently next time? What have you learned?
<ul style="list-style-type: none"> ● Remind everyone that they will get the chance to speak and therefore need to be good listeners. ● Be an active listener so that children know that you care about resolving the issue. Praise honesty. ● Discuss sanctions or consequences for behaviour at the end, where appropriate. Record any significant incidents. ● At the end of the conversation, check whether children have anything else to say. Do they think this has been resolved fairly?

