



ST. PATRICK'S CATHOLIC PRIMARY SCHOOL

*"Faithfully following in the footsteps of Jesus,
we serve, love and learn together
inspiring each other to excellence".*

Behaviour and Relationship Policy

March 11

2026

Signed..... Date.....

Mr T.O' Malley

Chair of Governors



St. Patrick's Catholic Primary School

Behaviour and Relationships Policy

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Vision Statement

St Patrick's Catholic Primary School aims to ensure that every member of the school community feels valued and respected, and that each person is treated fairly. The Mission Statement underpins all aspects of school life. We are a caring Catholic community, whose values arise from our faith and are built on mutual trust and respect for all.

At St. Patrick's Catholic Primary School, we follow a restorative and trauma-informed behaviour approach that fosters a culture of compassion, understanding, and growth for all members of our school community. Our vision is to create a safe and inclusive environment where every pupil feels valued, supported, and empowered to succeed. Our staff build strong relationships and connections with our pupils, rooted in trust, empathy, and respect. We understand that their behaviour is communication and often reflects their underlying needs and experiences.

By embracing a graduated and trauma-informed approach, we seek to create a supportive school that acknowledges and responds to the diverse experiences and challenges our pupils may face. We use restorative practices that promote accountability and foster a culture of shared responsibility, where pupils are encouraged to take ownership of their actions and develop the skills to resolve conflicts peacefully and respectfully. Through the use of clear rules, logical consequences, restorative conversations and interventions, we aim to repair harm, restore relationships, and create a sense of belonging for all.

With this vision, we aspire to create a nurturing, inclusive, and transformative school environment where every pupil feels valued, supported and inspired to reach their full potential. By embracing restorative and trauma-informed practices, we are building a foundation for lifelong wellbeing, resilience, and success for all.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St. Patrick's Catholic Primary School. It is a document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

It is the result of consultation with pupils, parents, governors, staff and external professionals and reflects current and developing practice.

A Relational-Behaviour Model

At our school we use the relational behaviour model in line with our trauma-informed approach to managing behaviour. The following table explains how it is applied.

Behaviour	is something to interpret.
Children and young people	are prone to make mistakes and are highly responsive to the environment.
Behaviour management	is predominantly through relationships.
Children who don't manage	should be understood and included.
Boundaries and limits	are to keep everyone safe and to meet everyone's needs.
Rules	should be clear, consistent and referred to in multiple contexts.
Consequences	are logical and are used within a process of 'restore and repair'.
'Inappropriate' behaviour	is often a sign of an unmet need, stress (difficulty in coping), lack of understanding and skills.
The causes of difficulty	are mostly in the environment and within the context of relationships.
The solutions	lie in understanding what the behaviour tells us about the child and their need.
Practice and policy effectiveness	is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the diverse needs of pupils.

Our Three School Rules – Ready, Respectful, Safe

"**Ready, Respectful, Safe**" is a simple and memorable framework to guide pupil and adult conduct. It sets clear expectations:

"**Ready**" means being prepared to learn,

"**Respectful**" involves treating others and the school with care,

"**Safe**" means ensuring personal safety and that of others.

We use these rules to teach and model expected behaviours and support restorative practices for those who need extra help. The following information, illustrates what these rules look like in practice for children and adults.

Ready

- **For pupils:** Dressed in the correct uniform, being focused, listening to the teacher and being prepared for lessons.
- **For staff:** Providing a structured environment, engaging lessons and clear routines to support learning.

Respectful

- **For pupils:** Being polite to staff and peers, using kind language, looking after school property and respecting differences.
- **For staff:** Developing supportive relationships with children, modelling respectful behaviour and using praise to highlight positive conduct.

Safe

- **For pupils:** Walking calmly in corridors, keeping hands to themselves, looking after each other and telling a trusted adult if they see harmful behaviours.
- **For staff:** Ensuring a secure environment, being organised and having a plan to address and de-escalate challenging situations.

Adult Strategies to Develop Excellent Behaviour

Continuing Professional Development (CPD)

All staff have regular access to a range of research-backed CPD opportunities, delivered both internally and by external professionals, to develop their behaviour management skills. All staff are trained to use the school strategies to promote positive behaviour and self-regulation, support pupils if they become dysregulated and utilise scripts when dealing with challenging behaviour. Through this, we ensure consistency across the school.

Positive Noticing

Positive noticing is simple, practical and highly effective. At St. Patrick's Catholic Primary School, we expect all adults to actively notice and remark on behaviours that align with our expectations for our three golden rules: **Ready Respectful, Safe**. In commenting positively on behaviours which align with our rules, we teach children that these are the behaviours that we expect to see in our school.

Research shows that giving attention to any behaviour – positive or negative – increases the likelihood that you'll see more of it. This is why we expect all adults in school to actively notice and remark upon ready, respectful and safe behaviours.

“Positive recognition changes the daily climate, it fuels relationships, trust and individual self-esteem” (Paul Dix, 2017).

We use a number of **Positive Noticing** strategies and **Rewards** within our school which include:

Class Recognition Boards - Good behaviour is recognised through class recognition boards (Years 1-6) where adults notice and reward excellent behaviour. Classes and year groups can set targets daily or weekly which reflect the needs of that group. In EYFS, the recognition board is simplified so that it is appropriate for the children's age and stage of development.

Phone Calls Home - Staff will speak to parents face-to-face or through a phone call, to share positive recognition.

Positive Notice Notes - Staff may also send home a Positive Notice note so successes can be celebrated at home.

Rewards – There are a number of reward strategies which may be used when a child is showing they are **ready, respectful** and **safe**, demonstrating a good attitude to learning or to commend academic achievement and progress. These include but are not limited to:

- Headteacher Awards
- House points
- Team points

- Sticker charts
- Reward jars

Viewing Behaviour as a Learning Process

At our school we accept and understand behaviour as a learning process. Children will push limits, boundaries and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school, staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the pupils so they can learn from their mistakes and improve for next time. It is our role, as fully-developed adults, to help guide the children to make helpful and positive choices when they can. We will enable this by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our pupils' behaviour and maintain our relationship with them.

Our General Response to Mistakes and Incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the pupils of our school to think not only of the consequences of their behaviour on themselves but also to consider the impact of their actions on others. We use the following key questions as a part of the restorative conversation:

- What has happened?
- What were you feeling at the time?
- Who has been affected by this?
- How can we put things right?

Using this approach, children have the opportunity to reflect on what has happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of a picture, action, in writing or as part of a conversation.

Where possible, a logical consequence (natural reparation) is used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible, a close alternative should be used.

At our school, staff work with the pupils to ensure that they have learnt from an incident. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using Logical Consequences

The Use of Consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the

child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

Some examples of possible consequences are shown in the table below:

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
Relatively low impact examples: • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing	Verbal interventions e.g. I know that you can behave better than this. I'd really like to see that. Reflection support during breaktime or lunchtime with a trusted adult. I can see there's something wrong (acknowledge their right to their feelings) I'm here to help and listen. Tell me what happened. Contact with parent from class teacher.
Relatively higher impact examples: • Bullying • Harmful behaviour • Any discriminatory behaviour • Causing significant and deliberate damage to school property	1. SLT notified. 2. Opportunity for reflection. 3. Restorative approach followed. 4. Details of discriminatory incidents recorded. 5. Incident recorded on CPOMs. 6. Parents notified by telephone. 7. Outcome will be personalised based on previous behaviour, severity, response from pupil(s). 8. Adjustments to the curriculum or timetable to meet their needs. Parents/carers to be informed of decision via phone or face to face. 9. If response leads to suspensions – parents/carers also notified in writing. Reintegration meeting to be held directly after fixed-term exclusion.

Persistent Behaviour Concerns – Graduated Approach to Behaviour

The school recognises that in some instances to keep all pupils and staff safe from harm and abuse additional approaches and interventions are needed. In line with the restorative approach, the school is committed to working with parents and pupils to support the behaviour and reduce the likelihood of fixed term suspension or permanent exclusion. Where persistent negative behaviours are shown, we seek to further understand what the continued behaviour is communicating. We do this through analysing behaviour logs and working together with parents, staff and the child through a graduated approach (See *appendix: St. Patrick's Graduated Approach to Behaviour*). This process aims to recognise barriers and strengths and identify ways to support the child to be successful.

Exclusion and Suspension

On the rare occasion that pupils display extremely serious behaviour or continue to regularly display poor behaviour choices after the sanctions above, exclusions may also be used. Depending on the nature of the offence this may include immediate, permanent exclusion.

Only the Headteacher has the power to give permission for a pupil to be suspended or excluded.

Internal Exclusion – An internal exclusion is when a pupil will be removed from their usual classroom for a period of time but remains in school. They may miss their playtimes and lunchtime play and have their lunch inside.

Fixed-term Suspension – The pupil may be suspended for one or more fixed periods, for up to 45 days in any one school year.

Permanent Exclusion – A permanent exclusion results in a pupil no longer attending the school and being removed from the school roll. Permanent exclusions are dealt with under separate statutory guidance from the Department of Education.

Ways to Record Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. When a behaviour incident takes place, the member(s) of staff that witnessed the incident will record it on CPOMS (Child Protection Online Monitoring System). When an incident is submitted, the SLT (Senior Leadership Team) are notified – they review the incident and ensure that it has been dealt with appropriately.

Children with additional needs (SEND / SEMH)

At our school, we acknowledge that some children will have additional needs. We recognise that children may experience a range of social, emotional and mental health (SEMH) needs which present themselves in many ways. These may include children displaying challenging, disruptive or stress-related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs such as attention deficit hyperactive disorder, autism or attachment difficulties. We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement.

We do this by using a variety of strategies developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. We also recognise the needs of children with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these pupils. These include but are not limited to the SEND code of practice and the Equal Opportunities & Disability Act. We understand that behaviour incidents most likely come from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children to return to a place of regulation, as only then will the child be in a place to learn, connect and thrive.

Responsibilities

The fair and consistent implementation of this behaviour and relationships policy is everyone's responsibility.

All Staff:

- Model compassion and kindness, provide hope, support, connection and belonging
- Understand that any event in a child's life can impact on how they think, feel and act
- Use logical (natural) consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate their own emotions
- Prioritise relationships to ensure all children feel safe and secure

Teaching Staff:

- Include parents/carers in personalised planning for their child if children need further support for their behaviour
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having
- Always endeavour to have discussions with the child in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of all our children
- Contribute actively to risk assessments, if needed, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training
- Proactively seek out support when needed

The Headteacher:

- Leads on all aspects of this policy
- Is the only person authorised to suspend or exclude a child
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to

Parents and Carers:

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health that may impact their behaviour
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Bullying

(Please read in conjunction with our anti-bullying policy)

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

Bullying is:

- Deliberately hurtful
- Repeated, over a period of time

- Difficult to defend against

We take bullying very seriously and recognise the serious implications it has on a child's mental health and wellbeing, and consequently, their learning. Where a bullying allegation has been made by parent, pupil or staff, SLT will carry out a thorough investigation, which may consist of a monitoring period. Parents of both victim and perpetrator will be informed of the outcome, consequences and next steps.

Mobile Phones

At St. Patrick's Catholic Primary School, we understand that some children require a mobile phone to keep in contact with parents and carers, on their journey to and from school. For this reason, children in Year 6 are permitted to bring mobile phones on to the school site.

Any breach of the expectations will result in a call to parents who will then be required to collect the device from the school office, and it will not be returned to the pupil. SLT may then decide to prevent the pupil from bringing the device to school for a period proportionate to the incident. When a child does bring a mobile device to school, we expect that they are switched off when entering the site. Children are expected to hand their mobile phone, switched off, to their class teacher. Mobile phones are stored in a safe place throughout the day and will be given back to the child at the end of the day. Children will be reminded of these rules and challenged when they are not being followed.

Please note parents are advised that St. Patrick's Catholic Primary School accepts no liability for the loss or damage to mobile phones which are brought into school or on to the school grounds.

Behaviour Online

At St. Patrick's Catholic Primary School, children are taught the positives and negatives of online gaming and social media use. It is the responsibility of the children's parents to ensure that they are monitoring their children's use of social media and messaging platforms. School staff are not responsible for dealing with online behaviour matters arising from messaging apps, online gaming or social media use.

Safeguarding

At St. Patrick's Catholic Primary School, we recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's distressed behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection Policy for more information.

Screening and searching pupils

At our school, we are aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils: 'The general power to discipline' and the 'Power to search without consent' from the Behaviour and discipline in Schools - Advice for headteachers and school staff (February 2024)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Legislation

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

- The Equality Act 2010
- Behaviour in Schools: advice for headteachers and school staff (2024)
- School suspensions and permanent exclusions (2024)
- Mobile Phones in Schools (2026)
- Searching, screening and confiscation in schools (2023)
- Use of reasonable force in schools (2025)
- Creating a culture: a review of behaviour management in schools (2020)
- Working together to improve school attendance (2024)
- Keeping Children Safe in Education (2025)
- SEND Code of Practice: 0-25 years (2024)
- Reducing the Need for Restraint and Restrictive Intervention (2019)
- Suspension and permanent exclusion from maintained schools, academies and PRUs in England (2024)
- Positive Environments where children can flourish (2021)