

October 2026

Behaviour and Relationship Policy

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St. Ethelbert's Catholic
Primary School

Behaviour and Relationship Policy

Introduction

At St Ethelbert's Catholic Primary School and Nursery, we want our pupils to grow in their character as well as their academic qualification. We recognise that in order for this to happen successfully, staff and pupils must work together for the good of one another. This policy emphasises how this can happen, and what we can do when poor choices are made. Rather than merely deterring anti-social behaviour, we want to promote excellent attitudes and behaviour through building strong relationships and having clear boundaries.

Why do we focus on relationships?

We believe that relationships are key. Simply put, positive relationships lead to positive behaviour and choices. Positive relationships are formed when a child can make secure attachments to other adults. Secure attachments occur when there is a deep understanding that:

- we are loved and are loveable;
- others are there for us when we are in need; and,
- others are interested in what we have to say and offer.

Being loved, feeling safe and experiencing positive interactions are crucial to our upbringing and well-being. When these are in place, we are able to develop and grow in all areas of life: learning can happen, emotions can be safely experienced and responded to, risks can be taken, friendships can be made and sustained, constructive criticism can be taken, consequences can be accepted, and relationships can be restored.

Therefore, at St Ethelbert's Catholic Primary School, we choose to put our efforts into enabling secure attachments and positive relationships with all members of our community.

We also recognise that we can make wrong choices, which leads to poor behaviour. Whilst our choices have consequences, which may also have related sanctions, we believe that we must put more effort into helping children to understand how their behaviour affects others, restore relationships and make better choices next time.

This policy provides a framework around how adults and pupils should work together to create a nurturing and positive environment where pupils feel loved, safe and interact well. In turn, this helps them to be model citizens in our world in order to make a positive impact on society.

How does our school ethos underpin this policy?

At St. Ethelbert's Catholic Primary School and Nursery, we recognise that Jesus is our greatest teacher. Following Jesus' example, we strive for our school to be a place where everyone is equally respected and unconditionally loved.

"Never be a dictator over any group that is put in your charge, but be an example that the whole flock can follow" (1 Peter 5:3)

As a Catholic school, the Gospel values, Catholic Social Teaching principles and Rights Respecting School Articles from the UNCRC provide the foundation of everything we do and

have shaped this behaviour and relationships policy. We are committed to creating an environment where every member of our community feels safe, loved, valued, and respected, and where each individual is supported to participate fully and flourish. This is underpinned by our mission statement:



To achieve this, we recognise the importance of having clearly stated and shared values that promote inclusion, equality, and mutual respect. Rules are kept to a minimum and are based on self-discipline and respect for others, as well as for school buildings, equipment, and resources (Stewardship). We actively promote a culture in which every voice is heard (Article 12, UNCRC) and every child feels a sense of belonging (Article 3, UNCRC).

We are fully committed to safeguarding the welfare of all children and young people. Our aim is to know everyone as an individual (Article 8, UNCRC) and to provide a safe, secure, nurturing, and inclusive environment—especially for our most vulnerable pupils—so that every child can learn in safety (Article 19, UNCRC) and with everything they need to flourish (Option for the Poor).

We expect respect, good manners, and fair play to be shown by everyone (Distributive Justice), ensuring that every pupil is treated fairly, supported appropriately, and given the opportunity to develop to their full potential. Through this, each child can feel confident, valued, and positive about themselves as a unique individual.



Key Principles

- At St. Ethelbert's we do our best to follow the example Jesus gave us. We always try to make the right choices so that we can be more like Him.
- Children are actively taught what acceptable behaviour is/looks like to ensure the highest standards of behaviour and to uphold peace throughout the school (Promoting Peace).
- Children are *positively* encouraged to demonstrate to high standards of behaviour, showing consideration, support and respect for other people and their property (Solidarity).
- Children are aware of the natural consequences of their actions if they choose to behave in an unacceptable way. Pupils are encouraged to understand the impact of their actions on others so that they take responsibility for the choices they make (Common Good).

- Adults are positive role-models for pupils in the way they interact with each other and with children. Everyone who is part of our community is equally respected and equally loved as we are all made in the image of God (Human Dignity).
- We work hard to ensure that there is consistency across the school, without discrimination, considering SEND needs as well as the additional challenges some vulnerable children may face (Articles 2 and 23, UNCRC).
- As a school, we believe strongly that our children should be able to show responsibility, self-control and high standards of personal conduct whilst participating fully in school life. To illustrate our expectations and to reflect our mission statement, *Learning, achieving and growing together with Jesus*, we have 5 Golden rules. The five rules encompass all aspects of desirable behaviour and are phrased in positive terms. Through discussion in school, children will learn to use these rules to guide and support them in their choices of appropriate behaviour (Participation). (See Appendix 1 for Our 5 Golden Rules).
- The class teacher is largely responsible for the behaviour of children within their class and should use the 5 Golden Rules as the primary basis for setting expectations for behaviour and supporting children in making “good” choices. The 5 Golden Rules are displayed in all classrooms.

Where does this policy apply?

We recognise that our society spends an increasing amount of time online, through a variety of devices and for a variety of reasons. Therefore, we are clear that we must promote positive relationships and choices both in our physical world and virtual world. This policy therefore applies to the whole child. Where difficulties arise outside of school, we will endeavour to do our best to support that situation, working closely with children, parents and external agencies as required.

Who does this policy apply to?

This policy applies to all pupils within our school. We have high expectations of all our pupils and therefore want to help them to make the right choices in their attitudes and behaviours. Further, it is our belief that the majority of our children will be able to follow the rewards and sanctions of our policy. However, for children who have complex needs, a more personalised approach is required. We also have high expectations of every member of staff in our school, both to uphold this policy in practice, and to model the ethos of our school. Our Staff Code of Conduct is signed by all members of staff each year.

Our Curriculum

We teach a knowledge rich, diverse and exciting curriculum to our children but believe we can support children further through our Behaviour Curriculum (see Appendix 2) and Zones of Regulation Curriculum which help them become resilient individuals in our busy world. We will focus on one area of the Behaviour Curriculum each half term and this will be reinforced in assemblies each week. Children displaying these excellent behaviours may be chosen to attend the Headteacher reward party each half term.

Zones of Regulation



The Zones of Regulation support children in being able to understand their emotions and how to manage them appropriately. Each child can develop their own toolkit or strategies to help them manage their zones and feelings. We actively teach that no zone is wrong, but we can all work towards managing them better using the tools that work for us. There is much more information about the Zones which you can find [here](#).

Key Responsibilities to support behaviour and maintain relationships

In order to create a climate in which everyone can feel respected and strive to live out our values, we must all take responsibility for acting appropriately. These responsibilities also form the basis of the Home-School Agreement which is signed by each child's family when they begin their time with us.

The Executive Headteacher and Head Of School will:

- Implement the Behaviour and Relationship Policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy.
- Meet with parents/carers to support their child when needed.
- Liaise closely with the Pastoral Lead.
- Support staff when dealing with behaviour that can feel challenging.
- Praise and encourage positive behaviour with rewards and dedicated assemblies.
- Ensure all staff have regular training on behaviour, SEND and mental health.

Staff Responsibilities:

- Demonstrate unconditional positive regard for all and value every individual in our school community.
- Commit to teaching children our 5 Golden Rules, Catholic Social Teaching Principles, British Values Statement [here](#), Behaviour Curriculum and Zones of Regulation.
- Create a safe and stimulating environment for children, rooted in mutual respect and care.
- Create a Class Charter and Playground Charter and refer to it regularly.
- Always model expected behaviour in relationships with each other and children.
- Treat children as individuals, with dignity and respect, and be sensitive to their feelings and needs.
- Actively listen to what the children have to say and take appropriate action.
- Work towards understanding reasons for behaviours that feel challenging by listening to pupils carefully, analysing their behaviour choices and considering wider factors that influence behaviour choices.
- Be consistent and fair, acting in accordance with this policy.

- Recognise achievements, be positive and praise children for meeting or trying to meet our expectations.
- Plan, prepare and lead engaging experiences for all pupils, appropriate to the varied needs present and considerate of the safety of the whole class.
- Keep learning areas and resources tidy and well organised.
- Develop strong attitudes of self-worth and respect for others.
- Fulfil professional duties by being punctual, communication with other staff (including recording instances of behaviour on CPOMS in a timely manner), attending relevant meetings and training, and following the Staff Code of Conduct.
- Communicate openly with parents, in a timely fashion and respect their knowledge of the children.

Children's Responsibilities:

- Show good manners; care for everyone and everything; move around the school quietly and calmly; listen and respond appropriately and have kind hands and feet to others.
- Listen to and follow instructions, doing as they have been asked as quickly as possible.
- Think about others and allow them to learn.
- Take responsibility for themselves and their belongings.
- Do homework and hand it in on time.
- Keep their classroom tidy and carry out any classroom or school responsibilities well.
- Communicate honestly and ask for help when they need it.
- Be willing to be reflective to change behaviours.
- Try their best at all times.

Parents/Carers Responsibilities:

- Work in partnership with the school to promote high standards of behaviour.
- Help the children to understand the school values and talk to them about being showing good manners; caring for everyone and everything; moving around the school quietly and calmly; listening and responding appropriately and having kind hands and feet to others.
- Support the school's system of praise and natural consequences.
- Keep the school informed in a timely manner of any circumstances that might affect a child's performance or behaviour, or any behaviour difficulties they might be experiencing at home.
- Ensure their child attends school regularly and punctually and notify the school of reasons for any absences.
- Ensure their child comes to school appropriately dressed in full school uniform and fully equipped.
- Read all written communication from the school and respond accordingly.
- Attend parent/teacher consultation meetings.
- Encourage their child to have a positive attitude towards school, and to discuss any parental concerns about school away from the child.
- Share any concerns with the school so we are aware and can respond accordingly.
- Help sustain their child's efforts and achievements and ensure that homework is completed on time.
- Encourage their child to develop an appropriate level of independence.

Governors will:

- Support with the implementation of the policy.
- Provide advice to the Executive Headteacher and Head of School regarding disciplinary issues, suspensions and exclusions, if appropriate.
- Review the effectiveness of the policy.

Promoting Positive Behaviour and Supporting Regulation

Class and Playground Charter

As a Rights Respecting School, each class will create a Class Charter and the whole school will create a Playground Charter at the beginning of the school year. These are displayed in the classrooms and playground and referred to frequently. A shared understanding of our values, rules and curriculum is achieved through a common vocabulary, assemblies, PSHE lessons and is modelled by all adults in our school community.

Zones of Regulation

Each class will create a Zones of Regulation Board to support children in recalling strategies they can use to self-regulate. This promotes common vocabulary for describing emotional state and associated behaviours. These are referred to throughout the day. Individual children may also have their own Zones of Regulation toolkits, if needed.

Promoting Positive Behaviour

We recognise that positive behaviour does not just happen, and that every adult who spends time in school has an important part to play in promoting behaviour which meets our expectations. They respond calmly with dignity and respect, modelling the emotional regulation we aim to instil in all our children. It is our aim to create an environment in which positive behaviour is the norm.

Children should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done through:

- Non-verbal recognition: smiling at the child; using eye contact; positive gestures.
- Verbal recognition: giving praise and feedback to individuals or groups; listening and sharing humour.
- Sharing success: displaying work; sending children with an example of good work to another class teacher or the Senior Leadership Team; recognising achievements through certificates in phase and whole school assemblies; giving feedback on personal achievements in lessons and at parent consultations.
- Awards: use of class based motivational awards; stickers, Dojos (max. 5 at a time); 'Writer of the Week' and 'Mathematician of the week' certificates; raffle tickets for reading at home; Headteacher Reward parties and Attendance parties and extra playtime, Lunchtime games room, whole class rewards for meeting Dojo target, prize box
- Using pupils as good role models.

House Dojos (Whole School)

- All the children will be grouped into four houses; Matthew, Mark, Luke and John.
- The child with the highest number of dojos each week per class stands up in Friday's celebration assembly. The House Captains read out the names of the children with the highest number of dojos and gives them a trophy award. The trophy will be placed on their house chart in the hall and the winning house each half term will receive a treat such as a non-uniform day.

How do we maintain excellent relationships and behaviour?

There are a wide range of strategies we use to help our school be a safe place where our pupils thrive. These include:

- Valuing every single individual in our school community.
- Modelling and teaching our Catholic Social Teaching Principles, 5 Golden Rules and Behaviour Curriculum.
- Supporting children to make positive choices online and to live a healthy digital lifestyle.
- Being explicit in our words of encouragement and praise.
- Through our curriculum, helping children to understand what healthy relationships look like, and how we can repair them when they go wrong. This includes online and in the real world.
- Through our whole school worship, sing and praise and class worship times, helping our pupils to reflect and learn about themselves and their place in our world. Further, helping them to understand God's love for them, and how this knowledge can then impact on their attitude and behaviour.
- Through giving stickers, awards and certificates to acknowledge attitudes, behaviours, progress and achievements.
- Through helping children to understand their own emotions, particularly through use of "Zones of Regulation"
- Through providing excellent, engaging lessons delivered with high-quality teaching. We know that pupils inherently enjoy it when they feel they are making progress in their learning.
- Through giving Dojos daily, to build confidence and self-esteem in our pupils.
- Through our curriculum and NSPCC PANTS lessons, we help children learn about personal safety, boundaries, and respectful relationships in an age-appropriate way.
- Through providing methods of reflection and restorative conversations when a child's choices and behaviour negatively impact themselves or others.
- Through considering the specific needs of pupils, in order to provide a tailored learning environment which brings about success for the child.
- Through using the support and advice of outside agencies to better understand children's behaviour. This includes Early Help, Slough Children First, CAHMs, Occupational Therapists, Educational Psychologists, outreach from SEBDOS, outreach from specialist schools and more.
- Through strong communication with parents and carers.
- Through weekly 'Take A look Tuesday' parent/carers mornings - promoting different subject areas to support parents at home.
- Through engaging with pupils in a positive manner.
- Through not labelling children as 'naughty', holding grudges, or predicting poor behaviour in a way that becomes a self-fulfilling prophecy. It is imperative to stop any negative cycles of thinking or behaviour as this is contrary to building strong relationships and secure attachments.

What happens when poor choices are made by pupils?

Clear boundaries and expectations are necessary for children to know what acceptable and unacceptable behaviour is. We use a range of strategies to help children understand that there are natural consequences to actions. These are graduated in severity too. It is always important to understand the context in which poor choices are made, and to gather evidence from a range of stakeholders before making decisions- particularly as the severity grows. When deciding on consequences and their duration, staff must consider the impact on learning, the impact on other children and the school community, and on the frequency and severity of incidents. It is also imperative that staff reflect on how the provision may need to change in light of poor choices being made by children. We recognise that in some instances, solutions need to be found to any environmental factors which contributed

towards poor choices. Therefore, we must ask the question, 'What triggered the behaviour?', and take action to prevent this from happening in the future.

Where behaviour is persistent and/or challenging, regular check-ins may be necessary with the Pastoral Lead and Senior Leadership Team; a risk assessed Personalised Behaviour Plan may need to be written and reviewed; advice from external agencies may need to be sought; therapeutic intervention may also be needed; or other individual measures put in place to support the child and situation.

When poor choices are made, natural consequences at our school may include:

Least invasive behaviour management strategies-

- Non-verbal interventions e.g. a hand gesture
- Positive group correction e.g. 'Everyone should have their pens down. I can see the back table is ready, thank you.'
- Anonymous individual correction e.g. 'I'm still waiting for one person's eyes this way.'
- Private individual correction e.g. saying quietly to one pupil, 'I need to see you listening so you will know what to do next.'
- Lightning-quick public correction e.g. 'Max, eyes to the front.... much better, thank you.'

Further behaviour management strategies-

- Verbal warnings.
- Making changes to the provision, such as changing where a pupil is sitting.
- Taking away a Dojo- one at a time
- Speaking with a member of Senior Leadership Team, ultimately the Executive Headteacher or Head of School.
- Put in place regular check-ins with the Pastoral lead and Senior Leadership Team to enable children to regularly reflect on their choices and encourage them in their improvements and learning.
- Participation in 'Learning Through Helping' at lunchtime. (See Appendix 3)
- Removal from activities, including lessons, break time, lunch time, trips or other special events.
- Telephone call to, or meeting with, parents.
- Internal suspension, whereby pupils are removed from lessons and/break time and work independently away from their class in another year group.
- Fixed-term suspension. The pupil will need to stay at home for a fixed period of time, with schoolwork provided to ensure continuity in learning.
- Permanent exclusion. This will be in accordance with DoF guidance, and in conversation with the governing body.

Information regarding suspensions and permanent exclusions can be found on the government website [here](#).

Playground and Lunchtime Behaviour

In the playground, we expect the children to play fairly and sensibly using the Playground Charter. Staff supervising play/lunch time are responsible for supporting children in meeting this expectation. They should encourage children to resolve incidents between themselves if appropriate. They will report to class teachers where disputes have occurred as part of the normal 'handover' conversations when children are collected from the playground. If an incident requiring a consequence occurs, the consequence should be given as soon as possible/appropriate, then this should be reported to the class teacher and recorded as appropriate.

A proactive approach is needed to prevent negative behaviour. To ensure this, it is vital that staff circulate and engage with children positively. Children could be redirected if a situation is becoming a problem, such as a game becoming too heated. Use of 'walk with me' is useful to allow a child space to calm down and regulate, but also to allow them to observe other children playing appropriately. Staff can use this time to talk to the child about behaviour choices and show how others are playing well and safely together. If behaviour persists or a child is unwilling to be supported by the lunchtime staff, support should be gained from the Class Teacher, Pastoral Lead and Senior Leadership Team. Children who continue negative behaviours at lunchtime or towards our lunchtime staff will face an internal suspension. Parents will also be informed of the situation.

Supporting All Children

How do we support those who have been affected by the choices of others?

It is paramount that staff always consider the children who have been wronged. This happens in a number of ways, depending on the context:

- Ensuring their immediate safety and wellbeing. This is particularly important when a child has been a victim of bullying or child on child abuse.
- Involving them in any restorative actions, in order to bring about a restoration of relationships.
- Informing parents and liaising with parents in the following days and weeks to ensure we get a rounded picture of how their child is coping.
- Checking up on them in the following days and weeks to ensure they are feeling positive about their situation.
- Putting in place pastoral support.
- Helping them understand what they may do differently should a similar situation happen again.

A Restorative Conversation – 'Fix It Chat'

We want to encourage children to reflect on their choices and actions, and what impact this has on themselves and others, and how they can make changes. Dependant on circumstances, this would happen in a quiet area of the classroom or away from the classroom as appropriate. All staff will carry conversation prompts on their lanyards or a 'Fix It' folder may be used. The following are typical questions that we will discuss with the child in order to support the reflection process:

Can you tell me what happened?

I wonder how you were thinking/feeling at the time?

I imagine it must have difficult for you. How have you been thinking/feeling since it happened?

I noticed that others have been affected by your actions? How were they affected?

What could you do now to help make things right?

How can we prevent this from happening again in the future?

What can I do to help you?



Learning Through Helping

At St Ethelbert's, we believe that mistakes are opportunities to learn, grow and make positive changes. Through our *Learning Through Helping* approach, pupils are encouraged to reflect on their actions and take responsibility when their behaviour has affected others or disrupted learning. When a pupil repeatedly disrupts the learning of others or breaks one of our 5 Golden Rules, they will spend time with the Pastoral Lead to think about what has happened and how their choices have impacted others.

Our approach is inspired by the teachings of Jesus, who taught us to love our neighbour, serve others and show forgiveness through our actions. By helping others, pupils learn that when we make mistakes, we can choose to make amends through kindness and service. Learning Through Helping encourages children to follow Jesus' example by turning poor choices into opportunities to contribute positively to our school community and grow in character, responsibility and compassion.

This approach is not intended as a sanction. Instead, it helps children develop:

- Responsibility for their actions
- Empathy and consideration for others
- Pride in contributing positively to the school community
- Resilience and the ability to learn from mistakes

By transforming mistakes into helpful actions, we encourage children to become active, caring members of our school family and to understand that positive choices help everyone to feel safe, respected and ready to learn. This reflects the values of *Learning Through Helping*, where mistakes are viewed as opportunities for personal growth, shared responsibility and service to others.

Recording Behaviour

All school staff are responsible for ensuring negative behaviour is recorded/logged appropriately. This supports building a full picture of an individual child, which in turn can help to plan to meet their needs and prevent future incidents of negative behaviour. It also supports our duty of care and safeguarding for all pupils. We use an online system called CPOMS for this purpose.

We recognise not all negative behaviour requires logging, and most occasions will be fleeting and quickly resolved using the strategies above. But all behaviour that requires a protective or education consequence, or where a child is persistently repeating unsettled negative behaviour (over several days or within a single day) must be recorded and parents informed.

For children where they persistently or frequently require a natural consequence, the school will consider putting in place a risk assessed Personalised Behaviour Plan. The child may also have a SEND profile which outlines the additional support or different logging systems in place appropriate to their needs.

To ensure consistency in behaviour management, all staff will follow the Behaviour Response Flowchart (see Appendix 4) when responding to pupil behaviour. This framework outlines the expected graduated responses, including classroom interventions, restorative practice, removal procedures, recording on CPOMS, parental communication, and escalation to senior leaders where required. Adherence to these procedures is essential in maintaining a safe, respectful, and inclusive learning environment.

Low Level Disruptive Behaviour

- Shouting out or calling out when an adult is speaking
- Running in the corridor
- Talking in assembly
- Behaviour that is disrupting others
- Negative attitude to learning including to refusing to comply
- Misusing equipment
- Being in the wrong place at the wrong time

Playground Low Level Disruptive Behaviour

- Disagreements regarding friendships and resources
- Accidentally hurting someone
- Deliberately being in the wrong place
- Being silly with food
- Not tidying up after themselves
- Not following instructions immediately
- Being disrespectful to staff
- Moving between the spaces at lunch in a way that could hurt people

Serious Incidents

There may be incidents when a child's behaviour is deemed to be **serious** and may include:

- **Deliberate** and/or **unprovoked** aggressive behaviour towards another child or adult (e.g. hitting, kicking, slapping)
- Abusive name-calling or use of inappropriate language including swearing
- Stealing
- Deliberate damage to property or equipment
- Bullying/ Child on child abuse
- Evidence that prohibited items have been brought into school

Pupils Conduct Outside the School Gates

What the law allows:

At St Ethelbert's Catholic Primary School, we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day – e.g.: football matches.

Section 85 (5) of the Education and Inspectors Act 2006 gives Head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the Behaviour and Relationship Policy, teachers may sanction pupils when:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school trips is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school trip. This may also be due to health and safety of themselves and other children.

Statutory Requirements for the Policy

Searching and screening

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- 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 always be handed over to the police.

If, and when, an item is confiscated from a pupil, a Pupil Risk Assessment may need putting into place for that child to help reduce and control the risk of future incidents.

Use of reasonable force

Members of staff have the power to use reasonable force to prevent pupils injuring themselves or others, or damaging property, and to maintain good order and discipline. All actions must be necessary, reasonable and proportionate, and may include using the Care and Cease technique. This would only be used in extreme circumstances, as a last resort, recorded on CPOMs and reported to parents.

Children who regularly present challenging physical behaviour will be closely monitored by the Pastoral Lead and Senior Leadership Team. Often, an individual behaviour plan and risk assessment will be put in place for these children to help reduce the need for physical intervention and use of reasonable force.

Child-on-Child Sexual Violence and Sexual Harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, we follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE). Each incident is considered on a case-by-case basis.

St Ethelbert's Catholic Primary School are clear that any sexual violence and sexual harassment is never acceptable and will not be tolerated. We challenge all inappropriate language and behaviour in school and demonstrate and model manners, courtesy and dignified/respectful relationships at all times. Please refer to our STCAT safeguarding children and protection policy [here](#).

Bullying

Bullying can take many forms: racist, homophobic, biphobic, transphobic, sexist, online – all of which can be shown through physical, verbal, written, pictorial or emotional actions. At St Ethelbert's, we educate our pupils to understand that we celebrate an individual's identity, differences, and similarities. Differences are to be celebrated.

Bullying is a serious issue, and as a school we want to stamp it out whenever it may occur, ensuring that no child suffers at the hands or words of a bully. Please refer to our Anti-Bullying Policy [here](#).

Behaviour Incidents Online

At St Ethelbert's Catholic Primary School, we expect children to follow the same high expectations of appropriate behaviour online as apply offline and everyone should be treated with kindness, dignity and respect.

Most online behaviour incidents amongst children occur outside of the school day and off the school premises. We are clear that parents are responsible for their child's behaviour at these times. However, if there are repercussions for the orderly running of the school, when the child is identifiable as a member of the school, or if the behaviour could adversely affect the reputation of the school, we may sanction the children involved.

Mobile Phones

We know that children, especially in upper KS2, may have their own mobile phone. Children in Year 5 and Year 6 who have consent to walk home alone, may bring their mobile phone to school after their parent/carer has completed the relevant form to give permission. All mobile phones must be handed into the school office as the child arrives in school and cannot be accessed during the school day. Children will be handed their mobile phone back by an adult in school as they leave the premises at the end of the school day. There may be exceptions granted by the Head of School or Executive Headteacher, such as children with diabetes who use their phone to track insulin levels.

Suspected Criminal Behaviour

If a member of staff suspects criminal behaviour, we will make an initial assessment of whether an incident should be reported to the police by gathering only enough information to establish the facts of the case. These initial investigations will be fully documented, and we will make every effort to preserve any relevant evidence. If a report is made to the police, we reserve the right to continue investigations and enforce our own sanctions, if needed, whilst not causing any conflict with the police action.

Malicious Allegations

At St Ethelbert's Catholic Primary School allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child will be supported and the person who is the subject of the allegation. All allegations will be treated as confidential. Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the headteacher to draw on the advice in Dealing with allegations of abuse against teachers and other staff. Pupils who are found to have made malicious accusations against school staff will be dealt with appropriately and parents will be informed of the course of action.

Staff Well-Being

The well-being of staff is essential for fostering a positive and productive school environment. To ensure this, the school is committed to creating a supportive workplace culture where the school ethos establishes staff health and wellbeing as a priority. If a member of staff needs some time to recover from a difficult incident with a pupil, they can call the office who will reach out to a member of SLT. SLT will organise support for the staff member- this might be cover for their class so they can have some time away from the classroom, for example, in the staffroom, or arrange a swap out with another staff member so that they spend some time in another classroom.

Our 5 Golden Rules

At St. Ethelbert's we always do our best to follow the example that Jesus gave us. He is our greatest teacher.

We will use these golden rules to help us make the right choices.

1.	 We show good manners at all times	<i>We always show good manners.</i>
2.	 We care for everyone and everything	<i>We care for everyone and everything.</i>
3.	 We move around school quietly and calmly	<i>We move around the school quietly and calmly.</i>
4.	 We listen and respond appropriately	<i>We listen and respond appropriately.</i>
5.	 We have kind hands and feet	<i>We have kind hands and feet to others.</i>

Our Behaviour Curriculum

At St Ethelbert's Catholic Primary School, we want to ensure children are 'Learning, achieving and growing together with Jesus'. We do this through a strong focus on mental health and wellbeing alongside our core Catholic Social Teaching Principles, Behaviour Curriculum and Our 5 Golden Rules.

We also believe that our children deserve to have the very best opportunities at our school, and this means we must come together as a community and support each other with our three key rules:

- ❖ Be Respectful
- ❖ Be Ready
- ❖ Be Safe

These are fundamental to a happy and safe environment where children can thrive, take risks and learn new knowledge and skills. We believe that children do not learn what appropriate behaviour looks like by chance but need to be taught the clear expectations so they can grow into young people who are polite, respectful, inclusive, and put others before themselves. We, therefore, are committed to relentlessly teaching our children the routines and behaviours that will shape the people they will become and support them to embrace every opportunity within not only our school but as they move through their educational journey. By explicitly teaching our children what appropriate behaviours look like, we are creating a culture where children feel safe, can take risks and learn well.

Whilst this curriculum is expected to be taught to all children, we are a school that understands the neurodiversity of our community and that some children will need a different approach to how we support them in learning how to be their best selves. Therefore, we always treat children with the dignity and kindness they deserve and ensure that no child is disadvantaged by our policies and approaches. We firmly believe that a child needs the right environment to thrive and will continue to strive to provide this.

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Whole School	Week One: Set out the Behaviour Curriculum	Week One: Revise main parts of the Behaviour Curriculum	Week One: Spend time setting out Behaviour Curriculum	Week One: Revise main parts of the Behaviour Curriculum	Week One: Spend time setting out Behaviour Curriculum	Week One: Revise main parts of the Behaviour Curriculum

School Rules in EVERY LESSON – setting the expectation every time we teach. For example:		
Be Respectful	Be Ready	Be Safe
Lay out your expectations for the lesson: For example, in a writing lesson – we will be	Lay out the Learning Success Criteria you are expecting to see and ready to learn signals:	Lay out your expectations of what safety would look like in this lesson.

respectful to others by working in silence so we can concentrate on our ideas and vocabulary. If we need help, we will put up our hands and ask for help.	For example, today I will see that you are ready to use a noun phrase, conjunction etc. I will see you ready to work with a sharp pencil and your thesaurus out.	For example, it is okay to make mistakes and ask for help in this lesson. I will see children staying in their seats and putting their hands up.
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Whole School Routines across the school and in every classroom		
Our Routines	What a child will do:	What staff will do:
We arrive ready to learn every day.	❖ We arrive in school on time. ❖ We hang our coats up on a peg and put our bags in our tray. ❖ We put our packed lunches on our trolley. ❖ We go into class as quickly as possible. ❖ We say 'Hello' or 'Good Morning' to our teacher(s). ❖ We sit down and read our book. ❖ We only leave the classroom if we have asked an adult.	❖ Support children in the cloakroom. ❖ Have Reading Record box ready for the children before they arrive. ❖ Greet every child as they arrive in the classroom. ❖ Listen to a child who needs to leave the classroom and agree the expectations.
We are STAR learners. This is respectful & shows we are ready to learn.	❖ Sitting or standing up straight ready to listen. ❖ Tracking the teacher at all times. ❖ Asking and answering questions to show full attention. ❖ Respecting everyone in the room.	❖ Ensure all children are ready to learn. ❖ Give eye contact with children and be smiley. ❖ Ensure they are including all children when asking questions. ❖ Remind children of the expectations.
We are amazing Contributors and Listeners. This is respectful & keeps us all safe.	❖ We put our hands up to speak – One Voice Only. ❖ We speak clearly so everyone can hear. ❖ We speak in full sentences. ❖ We build on what others say.	❖ Ensure all children are listening to all contributions. ❖ Respect children's contributions and demonstrate kindness when mistakes are made. ❖ Model and encourage clear contributions from all.

We are proud of our presentation of work. This shows we respect ourselves and what we can achieve.	❖ In every lesson we use: - o Two-square Margin in our maths books. - o Long Date in English, Short Date in Maths. - o Underline our date with a RULER. - o Miss a Line. - o Title for the lesson. - o Underline our title with a RULER. - o Miss a line. - o Start our work. ❖ We write next to the margin. ❖ Use a sharp pencil or the school-provided handwriting pen. ❖ In Maths, one digit per square. ❖ If we need to correct work, we draw a line with a ruler through the mistake and try again.	❖ Ensure children have the correct equipment including a ruler, sharp pencil and a handwriting pen. ❖ Model using a visualiser so children are clear on expectations.
We do terrific transitions across the school day. This shows respect for each other and keeps us safe in school.	❖ We stop what we are doing when our teacher asks us to. ❖ If we need to move, we stand up from our seat and tuck our chair in. ❖ We stand behind our chair in silence. ❖ We line up in our class order or move to my carpet space and sit down.	❖ Always use the same hand signals to show what is needed. ❖ Will wait for silence before children move to their next transition. ❖ Ensure children line up in alphabetical order. ❖ Ensure children know their carpet space.
We are fantastic walkers. This is respectful to others in our school and keeps us all safe.	❖ We always walk facing forwards. ❖ We always hold our hands at our sides. ❖ We walk in quietly and in silence when asked. ❖ We stand up straight when waiting.	❖ Lead by example. ❖ Check the line regularly and support children when necessary.

We are excellent at lining up. This shows we are ready to move carefully through the school.	❖ We always line up in our class order. ❖ We face forwards. ❖ We stand in silence.	❖ Check children are in the right place and insist on alphabetical order.
We are always polite to others and show kindness. This shows we are respectful to all.	❖ We always say Please and Thank You. ❖ We always say Good Morning and Afternoon back to someone.	❖ Model calm, consistent politeness to all adults and children in our school. ❖ Say Good Morning and Good Afternoon to children every day.
We have fabulous playtimes. This shows we are respectful and safe in the playground.	❖ We walk to the playground for playtime. ❖ We play safely with our friends. ❖ We show kindness at all times – we are gentle, we are caring, we are helpful towards others. ❖ When the teacher blows the whistle, we stop. ❖ We stand in silence and listen. ❖ We carefully help to tidy all the play equipment away. ❖ We walk quietly back into class once all the equipment is put away. ❖ We walk into class, sit down and start our work.	❖ Help and support children to play safely with their friends. ❖ Be watchful and intervene quickly if needed. ❖ Support collaborative restorative conversations between groups when things may go wrong. ❖ Support the play of children and help them navigate social interactions successfully. ❖ Be available to children at all times while on duty - – we should always be focussed on the children and not standing talking to other adults. ❖ Listen respectfully to all children when they are describing issues. ❖ Be playful with our children and teach them how to play well together.
We have marvellous manners at lunch time. This shows we are respectful and safe in the lunch hall.	❖ We line up to collect our lunch. ❖ We wait quietly for our dinner. ❖ We say please and thank you to the lunch staff. ❖ We use normal voices in the lunch hall so everyone can hear each other. ❖ We sit with our friends and stay in our seat.	❖ Provide nutritious school lunches. ❖ Call children promptly for their meal. ❖ Be watchful of children putting their hands up and supporting where needed. ❖ Support children with using their knives and forks.

	❖ We use our knife and fork as best we can and are careful not to spill our food. ❖ We clear all our rubbish up from the table. ❖ We are careful when we throw our rubbish away and put our dirty utensils in the bucket. ❖ We walk back to the playground.	❖ Remind children of the expected noise levels and ensure these are maintained. ❖ Clean tables between sittings of year groups.
We leave school calmly full of new knowledge and skills.	❖ When the teacher tells us, we stop what we are doing. ❖ We tidy our equipment away and listen to our teacher's instructions. ❖ We wait to be told when we can leave the classroom. ❖ When we are asked, we will stack our chair, collect our coat, bag and packed lunch box quietly and quickly. ❖ We return to our classroom and wait at our desk space to be asked to line up. ❖ We line up in our class order to be ready to leave the classroom.	❖ Will ensure we have time to get our things to go home so we are not rushed. ❖ Will help to tidy up the classroom and leave it ready for the next day. ❖ Will ensure children have all their belongings.

Our General Expectations:	
We expect children to: ❖ Stay in their seat during lessons unless told otherwise by an adult. ❖ Remember to use the toilet at break and lunch time so they are less likely to disturb their learning time. ❖ Always keep their tables neat and clean. ❖ Always keep the classroom neat and tidy. ❖ Remember there should be 'One Voice Only' unless the teacher has said otherwise.	

Learning Through Helping!



By transforming our mistakes into helpful activities, we learn **resilience, empathy, and shared responsibility.**

This mirrors the compassionate, actionable wisdom found in Jesus' teachings, fostering a school culture where mistakes are reframed as stepping stones for **personal and collective growth.**

Appendix 4

Behaviour Response Flowchart for Staff

Classroom Response – (As on chart with widgets)

1. Off task/disruptive behaviour → Verbal reminder of expectations
2. If off task/disruptive behaviour continues → Take away a Dojo. Then 'Reset'- this may be a sensory break, brain break, short time in a quiet corner
3. If off task/disruptive behaviour continues → 'Fix It Chat' or 'Fix It Folder'
4. If off task/disruptive behaviour continues after this → Partner classroom for remainder of lesson → Record on CPOMS under Behaviour as Partner Class → CT informs parent
5. If 'Fix It Chat or Folder' used twice in one day → Learning Through Helping (12:00-12:30, Willow Room), record on CPOMS under Behaviour as Learning Through Helping and CT informs parents
6. If it escalates to Partner classroom for a second time in one day- pupil goes to an older class or AHT's class, record on CPOMS and CT informs parent

Serious Incident – (As described on page 12)

1. Staff member to investigate incident
2. Remove to partner classroom for rest of morning
3. Learning Through Helping + Restorative Conversation with Pastoral Lead
4. Record on CPOMS under Behaviour as Internal exclusion
5. CT informs parents

If serious incident occurs at lunch or afternoon session

1. Staff member to investigate incident
2. Remove to partner class for afternoon
3. Record on CPOMS under Behaviour as Internal exclusion
4. CT informs parents
5. Learning Through Helping next day (Friday PM exception: afternoon Internal exclusion spent with Pastoral Lead)

Racial language

1. Staff member to investigate incident
2. Remove to partner class for rest of day
3. Record on CPOMS under Behaviour as Internal exclusion and Racial
4. Learning Through Helping + Restorative Conversation with Pastoral Lead (either the same day if incident occurred before lunch or next day if incident occurred at lunch/ during afternoon session)
5. AHT informs parents

Escalation

More than 2 Learning Through Helping placements or serious incidents in one week → Parent meeting with AHT, then escalating to Head of School and Executive Head

Staff Notes:

Restorative Conversations or 'Fix It Chats':

Any restorative conversation had with a child, even if outside during break or lunch, must be reported to the Class Teacher so they are aware it has occurred.

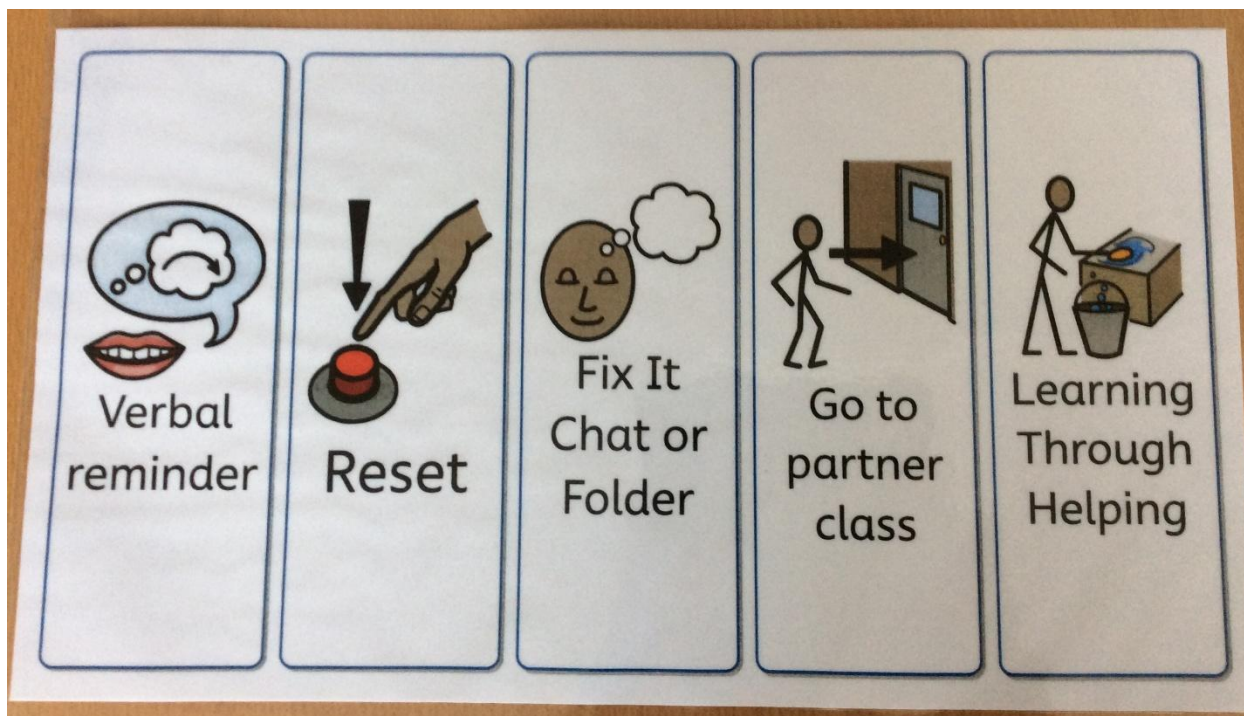
Partner Classroom

When going to a Partner Classroom, it must be to a classroom with a class teacher teaching.

The pupil takes their work with them from the lesson they are missing to complete in the partner class. They can also take a reading book.

Appendix 5

Visual Chart in each classroom





St. Ethelbert's Catholic Primary School

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