

Ratified Dec 2025

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Version 7

St. Mary and St. John Catholic Primary School

BEHAVIOUR and RELATIONSHIP POLICY



'In the light of Jesus, we learn to shine.'

Reviewed and Ratified on: December 2025

Signed by (Chair of Governors): *A Whitney*

ST. MARY AND ST. JOHN CATHOLIC PRIMARY SCHOOL

BEHAVIOUR and RELATIONSHIP POLICY

STATUTORY GUIDANCE

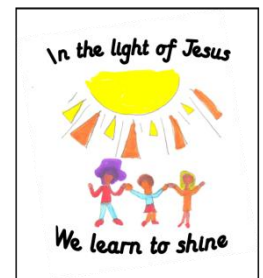
The policy complies with Section 89 of the Education and Inspections Act 2006.

We recognise the presence of God in each member of our school's family and respect the dignity of each individual as created by God. By recognising this it is essential that our behaviour management policy reflects a positive approach with reconciliation forming a clear and important element.

MISSION STATEMENT

In the light of Jesus, we learn to shine.

We regularly refer to the mission statement and use it to embrace the pupils in all that encompasses a positive ethos in school.



PRINCIPLES

St. Mary and St. John's Catholic Primary School is a Catholic school and the Governors, after consultation with staff, parents and pupils, have agreed that the following principles be encouraged:

- The whole school community promotes an environment where everyone feels happy, safe and secure.
- Every member of the school community is valued and respected and treated fairly and in a consistent way.
- Good relationships are promoted so that all can work together with the common purpose of helping everyone achieve.
- Good behaviour is promoted through an ethos of kindness and cooperation.
- Pupils are actively involved in their learning and school life. (Pupil champion meetings and pupil voice questionnaires)
- Pupils, staff, parents and parish community support the Live Simply award.
- The emphasis is on success rather than failure
- There is a school climate where personal responsibility, achievement, tolerance and self-discipline are fostered.

PURPOSE OF THE POLICY

1. To make all members of the school community aware of the expected standards of behaviour.
2. To develop the pupils' self-discipline, ability to learn independently, acceptance of responsibility and ability to work co-operatively so that all children have the opportunity to reach their full potential academically, socially and emotionally.
3. To provide a supportive and stimulating environment in which to talk and listen with respect for one another.
4. To provide a positive climate with emphasis on reward and praise.
5. To provide a clear opportunity for reconciliation following inappropriate behaviour.

6. To develop a caring attitude for the school building, its resources and its environment.
7. To provide all in the school community with a consistent approach to achieving expected high standards of pupil behaviour.

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. moving quietly around school in an orderly fashion

Outstanding behaviour is encouraged through the modelling of outstanding behaviour and positive relationships by the staff and through the following areas of the curriculum in particular:

- Religious Education
- RSHE
- Anti-Bullying
- Prayer and Liturgy
- Celebrations of the Word
- School Mission Statement - *In the Light of Jesus we Learn to Shine* (Appendix 3)

RESPONDING to BEHAVIOUR - Rewards and Sanctions

High expectations and standards of behaviour are promoted through rewarding good behaviour and remaining positive where possible.

Class Dojo is used effectively from Reception to Year 6 to promote positive behaviours linked to our school rules. It is also used in all classes, including Reception, as a liaison between home and school so parents can monitor progress and behaviour. A parent would be invited into school, to discuss behaviour, if a teacher has any concerns. Whole class messages and individual messages to parents are sent via Class Dojo and it is also used as a motivational tool to promote positive behaviours.

Each Friday we hold a Celebration Assembly when the children's achievements are rewarded with certificates and awards for stars of the week and class dojo winner. Excellence awards are held half termly and the children enjoy afternoon tea or hot chocolate with the head teacher. Each month, the whole school focuses on a positive value to display to each other, with winners receiving a certificate and a post card home highlighting this achievement. As well as this, pupils can earn awards for positive behaviour and effort in curriculum subjects or during lunch time.

Although the focus for our Behaviour Management is on positive behaviour modification, rewards and praise, there are times when because of the nature of the behaviour, sanctions must be put into place. Consequences/Sanctions must be used consistently by all staff and be progressive. We have designed a whole school system to ensure that all members of our school family are aware of these. EYFS and Key Stage 1 have a Sun, Rainbow and Cloud system, Key Stage 2 have a 'rocket' system.

Staff will implement the 'chance, choice, consequence' system where pupils are given multiple opportunities to display positive behaviour in school. After initial negative behaviour, an opportunity (chance) is given to make the right decision. If the behaviour persists they are then given a 'choice' to either modify their behaviour by following the school values of positive behaviour or if they make the incorrect choice they will receive a consequence. If the pupil is still displaying negative behaviour then they will receive a 'consequence'. The following stages of sanctions will be implemented:

Stage 1 - Chance, choice, consequence in class.

Stage 2 - Loss of portion of breaktime.

Stage 3 - Removal to a different classroom for a short period of time. Length of removal decided by teaching member of staff who is removing child. Parents notified.

Stage 4 - Removal to Deputy Headteacher. Restorative conversations. Parents notified.

Stage 5 - Removal to Headteacher. Restorative conversations. Parents notified.

This is explained in Appendix 1, alongside our more frequently used Rewards and Praise e.g. Stickers, dojos, certificates and treats. Staff will always liaise with parents to keep them informed of behaviour issues and to support them. All adults in school are aware that every child is unique and that inappropriate behaviour takes many forms. The procedures outlined in Appendix 1 will be carried out whenever it is appropriate. However, on occasion the level of behaviour may mean that a more severe sanction is required without following the steps.

Pupils with Special Educational Needs and/or Disability

Children with SEND or EAL may not fully understand what is expected or be able to explain their actions. Staff need to take this into consideration when applying sanctions. Positive Behaviour Support Plans will be used to help children who have additional behaviour needs. Reasonable adjustments to the rewards and sanctions can be considered depending on the individual circumstances.

Staff will always liaise with parents to keep them informed of behaviour issues and to support them. Parents are kept informed and are a vital part of promoting positive behaviours.

The school can provide additional support following the Graduated Approach, for parents and pupils who have social emotional and behavioural needs. The school will work in partnership with outside agencies e.g. TESS Targeted Education Support Services and the Educational Psychology Service. The school may also consider the involvement of the school nurse, other health services and social care when the behaviour is more severe.

Support available for pupils whose behaviour indicates significant problems

Support is available for any pupil in the form of a Positive Behaviour Support Plan. This may be initiated if the behaviour has become severe or extreme, or continued over a prolonged period

of time. It may include Positive Handling Techniques to keep the pupils and staff safe. An Early Help meeting may also be considered in these circumstances.

Suspensions and Exclusions

On rare occasions it may be necessary to suspend or exclude a child. Suspension or exclusion is used only when all other strategies have been tried and failed, or the behaviour is so serious that allowing the pupil to remain in school would seriously harm the education or welfare of others. The school follows Wigan Council and DfE statutory guidance at all times.

Behaviours That May Lead to Suspension or Exclusion

A pupil may be suspended or permanently excluded for serious breaches of the behaviour policy, including:

- Physical violence or serious aggression towards pupils or staff
- Bringing a weapon or dangerous item into school
- Persistent bullying, including discriminatory or prejudice-based bullying
- Serious verbal abuse or threatening behaviour
- Sexual misconduct or harassment
- Racist, homophobic, transphobic or faith-based abuse
- Significant damage to property
- Persistent disruptive behaviour despite support and intervention
- Drug or alcohol related incidents

Each incident is considered individually, taking account of age, SEND, safeguarding concerns and proportionality.

Types of Suspension and Exclusion

- **Suspension (Fixed-Term):** A pupil is excluded from school for a specified number of days.
- **Permanent Exclusion:** The pupil is removed from the school roll as a last resort.

Only the Headteacher can issue a suspension or exclusion.

Procedures for Suspension or Exclusion

When a suspension or exclusion is issued:

- Parents are informed immediately by telephone and in writing.
- The reason and length of the suspension or exclusion are clearly explained.
- Work is provided for the first 5 days of suspension.
- From day 6, Wigan Council will arrange alternative provision where required.

- The Governing Body is notified in line with statutory timescales.
- Parents are informed of their right to make representations.

Recording

Minor incidents reported by pupils and staff are dealt with initially by the class teacher. Should the incident be deemed more serious, be linked to prior incidents or have been reported by a parent, a record is made on the CPOMS (Child Protection Online Management System) tool and this information is shared with the SLT. The class teacher should then contact the parent and maintain contact with the parent and SLT during action and monitoring times. More serious incidents will be dealt with by SLT/HT in liaison with staff.

All staff in school are responsible for promoting positive behaviour and implementing this policy. This includes Lunchtime Play Leaders, Peripatetic Music Teachers and all adults working in school. Sharing information with Class teachers and parents is crucial.

All teaching staff are responsible for recording information on the CPOMS tool and sharing the information with the relevant SLT person or Headteacher. These concerns are addressed by SLT and safeguarding procedures, anti-bullying or behaviour policies are put in place if needed.

Reporting to parents

Pupils' behaviour and attitudes, effort, attainment and attendance are assessed, tracked and recorded termly. The Assertive Mentoring matrix (see Appendix 2) is completed and individual information is shared with parents at the Parents' Consultation Meetings so that home and school can work together on celebrating and/or improving the pupils' progress in these areas.

Parent Code of Conduct

It is expected that parents follow the school's high expectations for behaviour and commit to support the ethos of the school. However if school feel parents are demonstrating unacceptable behaviour at any time during their child's journey through school, the Parent Code of Conduct and Home School Agreements must be followed. Governors will be informed, and the relevant policy procedure will be actioned.

Dealing with allegations against staff

All such allegations will be dealt with by following the procedure contained in the relevant policy. (See Wigan Council Employment Policies)

Staff Development

All teaching and support staff attend relevant training linked to the review of linked policies e.g. Child Protection, Anti-bullying, Health and Safety etc. Training needs are identified through the

Performance Management Cycle and the need to ensure that the Governors and staff fulfil statutory duties linked to behaviour and discipline.

Pupils' Conduct outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the Internet (See Online safety policy and RSHE Policy), digital recording devices and mobile phones.

Sanctions within the policy will be imposed where a pupil has behaved in such a way that he or she has:

- Posed a threat to another pupil or member of the public.
- Adversely affected the reputation of the school.
- Compromised the orderly running of the school.

Use of Positive Handling

All members of staff are regularly updated in relation to the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008).

Staff have undergone the Team Teach training and refresher training. The LA Use of Reasonable Force Guidance (October 16) is shared with staff following authority updates.

Positive Handling can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder and to maintain good order and discipline in the classroom.

The decision to intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The actions of staff will always be in the best interests of the child and in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment. It is always unlawful to do so.

A positive behaviour plan will be put in place for pupils who have needs which may require a positive handling approach. This will be shared with parents accordingly. Further information can be found in the Positive Handling Policy.

Searching Pupils and their Possessions

- Staff can search pupils with their consent for any prohibited item such as weapons, illegal drugs, stolen goods, cigarette goods, fireworks, pornographic imagery.
- The Headteacher can authorise a search of the pupils 'outer clothing' or their possessions including bags and lockers without their consent if there is reasonable grounds for doing so.
- Reasonable force may be used to execute the search.
- Staff can refuse to undertake a search.
- Staff must be the same gender as the pupil being searched.
- The search must take place in the presence of the pupil and another witness.
- Teachers can instruct pupils to turn out their pockets and apply a sanction if they refuse to do so.

Confiscation of Inappropriate Items

The general power to discipline allows a member of staff to confiscate, retain or dispose of a pupil's property if having that property in school breaks school policy, or is interfering with or preventing the education of other pupils in school, or is deemed to be a dangerous object (whether that be in the way it is being used at that time). Legislation protects the member of staff from liability to damage to, or loss of, any confiscated items. E.g. mobile phones, jewellery other than a watch, knives etc.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on pupils, staff, and parents of different groups, on an ongoing basis. He reports to the Governing Body on the effectiveness of the policy and if necessary makes recommendations for further improvements. Rewards and Sanctions are reviewed by the staff to ensure that they have maximum impact on achieving and sustaining high levels of behaviour. The Governing Body reviews the policy every two years. The Governors may however review the policy earlier than this if the government introduces new regulations or if the Governing Body received recommendations on how the policy might be improved.

Equality Act 2010

The Governing Body will seek to ensure that no child is treated unfairly because of faith, race or ethnic background, gender or disability. Other related policies and agreements, which should be read in conjunction with the Behaviour Management Policy:

Safeguarding and Child Protection Policy
 Online Safety Policy
 RSHE Policy
 Home School Agreement
 Positive Handling Policy
 Intimate Care Policy

Anti-Bullying Policy
 Health and Safety Policy
 Parent Code of Conduct Policy
 Staff Code of Conduct Policy

Please see [Behaviour in Schools Guidance](#) for more information.

APPENDIX 1

	Rewards	Rewards / Sanctions
Foundation Stage	<p>The children have a 'Class Shop.' Children collect pennies individually to be exchanged for little prizes when the shop opens on a Friday.</p> <p>For the shop to open on a Friday, collectively the whole class have to earn '10 stars in the jar' for maintaining a tidy class room and showing teamwork throughout the week.</p> <p>Class Dojo is also used to support home and school correspondence.</p> <p>In Achievement assembly on Friday, 2 certificates are awarded for learning/behaviour</p> <p>School staff are also encouraged to give out stickers, notes home and plenty of verbal praise.</p>	<p>In Reception, Year 1 and Year 2 there is a Sun, Star, Rainbow and Cloud system.</p> <p>Sun = Each child starts every day with their name around the picture of the sun.</p> <p>Star = If children show excellent attitude and behaviour, they can move to the star to earn dojos and earn a prize.</p> <p>Rainbow = The rainbow is divided into 3 sections. If the child's name is moved onto the first part of the rainbow this means that they will miss 1 minute off playtime. The second section of the rainbow indicates that they will miss 5 minutes off playtime. The final part of the rainbow indicates they must miss the whole of their playtime.</p> <p>Cloud = If a child's behaviour is severe or persistent their name may need to go on the cloud. There are 2 stages within the cloud. The outside of the cloud means they will have to go for a talk with a member of the SLT.</p> <p>The centre of the cloud is the final sanction and means that the child will have to meet with Mr Atherton and parents will be informed.</p> <p>Each child begins the start of every day back in the sky.</p>
Key Stage 1	<p>Year 1 and Year 2 children are awarded Dojos for good behaviour and hard work. These Dojos are carried forward daily each week and are reset at the end of the week. The child with the most Dojos for the week will receive a reward certificate in our school achievement assembly on Friday.</p> <p>Dojos are also given for co-operative group work and to the class as a whole to encourage team work.</p> <p>Children are also awarded Dojos for Reading at home.</p> <p>In our school Achievement assembly, on Friday, two certificates are awarded for learning/behaviour. A highest Dojo award and a star of the week.</p> <p>School staff are also encouraged to give out stickers, notes home and plenty of verbal praise.</p>	

Key Stage 2	<p>Class Dojo points are awarded to the children for good behaviour and hard work. These are refreshed at the start of each week. The child with the most Dojo points is rewarded with a special certificate in Friday's achievement assembly.</p> <p>1 additional certificate is awarded for effort, achievement or behaviour.</p> <p>School staff are also encouraged to give out stickers, notes home and plenty of verbal praise.</p> <p>Each year group may have additional rewards to motivate the children e.g. special privileges, sit on a special cushion, scented stickers etc.</p>	<p>A 5-point 'scheme' is used in Key Stage 2 for rewards/sanctions.</p> <p>All pupils start the day in the middle (green), they can move further up the rocket and earn dojos, with reaching the top of the rocket resulting in a prize.</p> <p>If they do not show the desired behaviour then they are moved down to 'yellow' where they would miss a portion of their break time, this can be escalated to missing all of their break time before possible removal to another classroom or to the deputy headteacher/headteacher and parents being informed.</p>
Reception Key Stage 1 Key Stage 2	<p>Every Friday a special celebration assembly is held. Various certificates are awarded on a weekly basis e.g. Reading, Maths, outstanding behaviour or a themed certificate. The assembly is also used as an opportunity to share sporting, music and other awards that the pupils may achieve at after school events/ outside school clubs.</p> <p>The above systems are regularly updated to meet the changing needs of the children and to implement new initiatives and guidance where necessary.</p> <p>Friday Golden time is awarded to all children who have maintained a high standard of behaviour consistently for the whole week.</p> <p>At the end of every half term 2 children from Reception, Key Stage 1 and Key Stage 2 are receive an Excellence Award in recognition of consistent, OUTSTANDING behaviour and attitude to learning. These children will be treated to Hot chocolate/drink/biscuit with the Head teacher at the end of the term.</p> <p>Each month will focus on a particular value. 2 children from each class will be awarded with a certificate in assembly for showing the desired value across school and they will also receive a praise postcard home.</p>	

Appendix 2

Behaviour, Attitude and Learning St Mary and St John Catholic Primary School

Behaviour, Attitude and Learning – Tracking Progress and sharing information					
Unacceptable	Satisfactory	Good	Excellent		
Attendance Below 90%	90-95%	95.1-98%	98.1-100%		
Punctuality 10 plus late sessions	6 – 9 late sessions	1 – 5 late sessions	0 late sessions		
Name of Pupil -		Year -	AUTUMN	SPRING	SUMMER
ATTENDANCE					See End of Year Report
PUNCTUALITY Always arrives in school and is collected on time.					
BEHAVIOUR IN THE CLASSROOM – Works Hard, Listens Well Excellent behaviour, respectful, trustworthy and responsible in the classroom and around school. Finds joy in learning and works hard. Is settled and ready to start lessons. Is settled and ready to start the lesson.					
BEHAVIOUR ON THE PLAYGROUND – Shows Kind Words, Kind Actions Friendly and helpful with peers. Follows rules and is respectful of authority.					
EMOTIONAL WELLBEING Has empathy and is tolerant of others. Is happy and appears emotionally stable. Can apologise and forgive others.					
SOCIAL AWARENESS Interacts well with other people. Has a good circle of friends. Socialises happily at playtimes & lunchtimes. Is respectful and responsible.					
INDEPENDENCE Listens carefully to instructions and displays age appropriate levels of independence.					
COMMUNICATION Clear and coherent speech. Takes part in discussions. Will speak to adults and children with increasing confidence and good manners.					
HOMEWORK Always completed on time and to a high standard. Regular reading & planner always maintained.					
ORGANISATION Correct school clothing, PE kit and equipment (e.g. diary, reading book, water bottle)					

Attainment	Autumn	Spring	Summer
Maths			See End of Year Report
Writing			
Reading			

Effort	Autumn	Spring	Summer
Maths			See End of Year Report
Writing			
Reading			

End of Year Target	
Maths	
Writing	
Reading	

Our School

In the light of Jesus we learn to shine.

We remember...

*** Kind Words, Kind Actions**

We apologise and forgive

*** Work Hard, Listen Well**

**We find joy in learning & never
give up.**

*** Be Respectful and Responsible**

**We laugh, love and learn
together.**

We are a family.