

St Mary and St Michael Catholic Primary School



*“Learning together as we follow in the
footsteps of Christ”*

Behaviours & Relationships Policy

Reviewed: June 2026

Next Update: September 2027

This policy works alongside our Safeguarding and Child Protection and Anti-Bullying Policies

Intent

Our policy is based on the words of Jesus: *'I give you a new commandment: love one another. If you have love for one another then everyone will know that you are my disciples.'* (John 13, 34-35).

At St Mary and St Michael Catholic Primary School, we believe that all pupils should feel that they are valued members of the school and that all members of the school community have the right to be treated with courtesy and respect. A child's behaviour is likely to be better if:

- They feel valued and included.
- All members of the school community model high standards through their attitude, manner and approach to each other and the children.

We place our children at the heart of everything we do and offer them an engaging curriculum where every child has the right to quality-first teaching and learning opportunities. We are committed to creating an environment where relationships and attitudes are the heart of the school and are rooted in the Gospel Values. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Aim

The aim of this policy is to describe the way we wish to approach the promotion of good attitudes and relationships at St Mary and St Michael Catholic Primary School which will in turn promote positive behaviour.

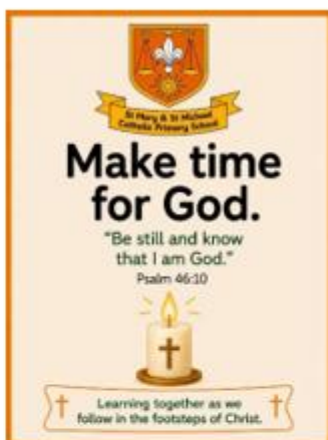
We aim to promote an ethos based upon the Gospel values where:

- Strong, positive relationships are established and nurtured across the school community, recognising that these are the foundation for effective learning, mutual respect and a safe, supportive environment.
- Children are helped to understand that they have a responsibility for their own actions and that they affect others.
- Children are encouraged to become self-disciplined, to be responsible for their own actions in order to develop their confidence and independence.
- Agreed expectations are established and acted upon fairly and consistently.
- Good behaviour and effort are encouraged, rewarded and used as a model for others to follow.
- Pride in the school environment is promoted.
- Unacceptable behaviours are dealt with promptly.
- Parents/carers and other professionals are involved in the purpose of prompting high standards of behaviour.
- Parents/carers are informed of school expectations and are communicated with at an early stage when problems occur.

We also aim to create a safe and calm environment in which positive mental health and wellbeing are promoted, helping to reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH) needs.

1. Our School Values

We follow in the footsteps of Christ by actively living out our **six** core School Values. These values are displayed in each classroom and throughout the school, underpinned by scripture and daily practice.



- **Respect:** We are understanding and considerate of everyone's rights, points of view, and differences.
- **Make time for God:** We say our prayers respectfully and recognise that God is never too busy to listen to us.
- **Forgive:** We apologise for poor choices, accept apologies, and try not to hold onto old arguments.
- **Do our best:** We use our God-given talents, learn from our mistakes, and focus entirely during lessons.
- **Be kind with our words and actions:** We use kind hands, speak politely to everyone, and think of others' feelings.
- **Look after our environment:** We look after our classroom property, playground equipment, and common home.

When pupils deviate from expected standards, staff must use positive reinforcement to guide them back, explicitly referencing the positive value that requires focus.

2. Roles and Responsibilities

To ensure this policy is enacted fairly, consistently, and robustly, all members of our school community must uphold their respective roles:

- **Role of the Headteacher and Deputy Headteacher:** It is the responsibility of the SLT to implement the school behaviour policy consistently throughout the school and ensure the health, safety, and welfare of all children. The SLT support staff by setting clear behavioural standards, managing Stage 5 interventions, and recording serious incidents such as bullying, sexual harassment, or discrimination on CPOMS. The Headteacher retains the ultimate responsibility for fixed-term exclusions.
- **Role of the Class Teacher (including PPA and Support Teachers):** Class teachers ensure that our six School Values are consistently reinforced and lived out during lesson times. They treat all children with respect, maintain high expectations, act as positive role models, and manage behaviours discreetly to uphold a child's dignity. Teachers deal with initial steps, record incidents on CPOMS, and communicate with parents and Phase Leaders from Stage 3 onwards.
- **Role of Support Staff (including LSAs and Lunchtime Supervisors):** Support staff work collaboratively with class teachers to maintain a positive, safe tone across the school and playground. It is their responsibility to model the values, treat children fairly, enforce the policy steps consistently, and promptly inform class teachers of any inappropriate behaviour choices.
- **Role of the Phase Leader & ALNCo:** Phase Leaders step in directly at Stage 4 to lead restorative interventions, complete Reflection Sheets, and formally message parents/carers. Where a child's behaviour causes persistent concern, the class teacher, Phase Leader, and ALNCo will work together with parents and external agencies to establish a personalised Support Plan.

3. Implementation: How Do We Embed Positive Behaviour?

Embedding the 3 Rs

We base our daily practice on **Routines, Responses, and Relationships**:

- **Routines:** Routines must be established that clearly identify the common procedures that take place within the school (including shared high standards such as 'Shine in the Line' and 'Fantastic Walking').
- **Responses:** Routines help to build our classrooms and environment. Responses that are loosely scripted by all staff provide children with an understanding of how situations will be dealt with, providing consistency and safety.
- **Relationships:** Relationships are fundamental to this policy. We can only build strong relationships when the routines and responses are firmly in place. Relationships between pupils and adults must be positive in nature, promoting trust and confidence in each other.

Staff have Knowledge of Every Child

Every child is an individual and has their own background. All staff should liaise with family members, SLT, the class teacher and any other adults involved with the child to ensure that the child's needs are being met appropriately.

Promoting Healthy Eating, Drinking and Physical Activity

Promoting a healthy diet supports brain development. We provide parent/carer guidance on healthy lunches and work closely with The Health Improvement Commission. We also adjust arrangements to ensure tailored eating arrangements are met where necessary. We acknowledge that regular physical activity is associated with improved learning and attainment, planning for physical activities and brain breaks within our lessons.

Behaviours For Learning

At St Mary & St Michael, we believe that excellent behaviour is taught, practised and celebrated. Through our Behaviour Curriculum, we explicitly teach children the routines, habits and behaviours that enable them to thrive both in and beyond the classroom.

Children are taught what positive behaviour looks like in all areas of school life. This includes walking calmly and purposefully around the school, looking smart and taking pride in their appearance, being ready for learning, listening attentively, and demonstrating kindness and respect towards others. We also explicitly teach and celebrate behaviours such as Fantastic Walking, Looking Our Best, Ready for Learning and Shining in the Line, helping children understand exactly what is expected of them during lessons, transitions and collective activities.

By clearly modelling, teaching and reinforcing these behaviours, we ensure that all children know what success looks like. Positive choices are recognised and rewarded, creating a culture where excellent behaviour becomes habitual and every child is supported to flourish. Through this shared understanding, our Behaviour Curriculum helps create a calm, purposeful and inclusive environment in which all members of our school community can learn and thrive.



Positive Language Framework

Instead of reactive or negative commands, staff use restorative, value-driven alternatives to teach children how to interact respectfully:

Instead of saying...	Use positive language like...	Our School Value Focus
Be quiet.	"Please use your softer inside voice so we can all focus."	Do our best
What a mess.	"It looks like you had fun! How can we tidy it up to look after our environment ?"	Look after our environment
I explained how to do this yesterday.	"Maybe I can show you another way to help you complete this."	Do our best
We don't talk like that / Stop shouting.	"Please use kind words and a calm voice with your friends."	Be kind with our words and actions
Stop pushing in line / Stop fighting.	"Please remember to use kind hands and walk sensibly."	Be kind with our words and actions
Stop telling tales / Stop arguing.	"We all make mistakes. How can we sort this out and move forward?"	Forgive
Don't touch that / Put that down.	"Please treat our classroom equipment safely so it doesn't break."	Look after our environment
Shush / Don't be rude.	"Please show respect by listening and taking your turn to speak."	Respect
Stop messing around / Pay attention.	"This is our quiet reflection time to say our prayers respectfully."	Make time for God
Do I need to separate you?	"Could you use a short break to help you focus on your work?"	Do our best
It's not that hard.	"You can do hard things, and I am here to help you."	Do our best
Stop crying.	"It's okay to feel upset. Let's talk about how you are feeling."	Be kind with our words and actions

Curricular & Community Foundations

- **Teaching our PSHE Curriculum:** PSHE is taught weekly from Early Years to Year 6 using the Life to the full, a Catholic PSHE Scheme, covering topics like family and relationships, health and wellbeing, safety, citizenship, and identity. It includes input from outside agencies (e.g., SHARE, NSPCC, Guernsey Police).
- **Promoting Leadership Skills:** We provide opportunities for children to lead change via roles like School Council Representatives, Year 6 School Leaders, Digital Leaders, Play Leaders, Librarians, and Reception/Year 6 Buddies.
- **Maintaining Close Relationships with Parents and Carers:** Ensuring open dialogue is key. Choices are shared at parents' evenings, via ClassDojo, email, phone calls, or face-to-face. Daily 'meet and greet' sessions at the gate provide immediate contact for parents to share concerns.

4. Use of a Fair and Consistent Reward System

Positive choices and exceptional behaviour are celebrated across the school:

- **Class Rewards & Verbal Praise:** Giving immediate verbal praise, stickers, stamps, and ClassDojo positive points.
- **Star Award:** For children displaying effort or achievement above and beyond what is expected by being 'STARS' in class, following values, and showing good manners. They receive a Star Award Dojo and a certificate in Friday's Praise Assembly.
- **Our Learning Heroes – Ruthless Resilience:** Staff praise and model resilience in attitudes and learning
- **House System:** Pupils belong to school houses to build community. Dojos are totalled every half term and celebrated
- **Headteacher Postcard** – children who are modelling the school values can be sent to see the headteacher and be awarded a postcard

5. Addressing Behaviour Not Aligned with Our Policy

Although high standards of behaviour are expected at all times, reminders and consequences are needed to help the pupil reflect and move forward. Staff must always manage behaviours discreetly to uphold the child's dignity and avoid unnecessary disruption. **The staged approach begins completely fresh at the start of every single day**, honouring our commitment to reconciliation and grace ("Seventy times seven" — Matthew 18:22).

The Staged Approach – A fresh start every day "Seventy times seven" Mathew 18:22	
Stage	Context
1 1 st verbal reminder	If a child is not abiding by the school values, then a formal first verbal reminder will be given by the adult. Action: The teacher or supporting adult addresses the behaviour directly, explicitly referencing the school value that is not being followed. Restorative Script: The following wording must be used to guide the child back to expectations: 'I am giving you a reminder because... [action to be described referring to the value not being followed]. I would like you to now make the right choice. I know... [some form of encouragement/praise from a previous time/knowledge of the child].'
2 2 nd verbal reminder	If the same child continues to not reflect upon the first verbal reminder, then a second formal verbal reminder will be given.

	Action: The adult places a physical Stage 2 card on the child's desk as a visual indicator to prompt a positive change in behaviour. The specific value not being followed is highlighted again. Restorative Script: The following wording must be used to reinforce expectations: <i>'I am giving you another reminder because... [action to be described referring to the value not being followed]. I would like you to now make the right choice. I know... [some form of encouragement/praise from a previous time/knowledge of the child].'</i>
3 Needs work Dojo	A further incident will result in a formal drop down to Stage 3, and a physical Stage 3 card will be placed on the child's desk. Action: The child is given a 'Needs Work' Dojo penalty on the system. This consequence is applied for behaviours such as disruption, off-task behaviour, bad language, insolence, or unkindness. Parental Communication: A notification will automatically be sent to the parents/carers via ClassDojo. The class teacher must send a clarifying Dojo message alongside the notification to explain exactly which school value was not followed and the context of the incident. Professional Judgement: Teachers will use their professional discretion to determine if an additional phone call or face-to-face conversation is necessary at the end of the school day.
4 Reflection Time & Missed Playtime (Phase Leader Led)	If a child continues to not reflect upon the Stage 3 consequence, or if they engage in behaviours that require immediate escalation below a Stage 5 threshold, they will move directly to Stage 4. This targeted next level down in behaviours includes situations where a child: • Deliberately hurts another child (without extreme malice) • Chooses to use bad language or swears • Engages in overly rough play or physical actions deemed unsafe for the playground or classroom Phase Leader Intervention: The child will be sent directly to their Phase Leader or the ALNCo. They will hold a restorative practice conversation with the child. The Reflection Sheet: Whilst missing their playtime, the child will complete a Reflection Sheet under the supervision of the Phase Leader. The script to guide them remains restorative: <i>'I'd like you to have some Reflection Time now so that we can think about what happened and what we can do next time to walk in the footsteps of Christ.'</i> With support, KS2 children complete the form themselves; for KS1 children, the Phase Leader or supporting adult will scribe. Parental Communication: The Phase Leader will send a direct message to the parents/carers explaining exactly which school value was not followed and the consequence given. The Reflection sheet will be sent home with the child to share with parents. CPOMS Safeguarding/Compliance: Stage 4 incidents must be recorded on CPOMS by the class teacher. The completed physical Reflection Sheet must be scanned and digitally linked/uploaded to the corresponding CPOMS log. The entry must be explicitly tagged as a Stage 4 incident.
5 Extreme Incidents (Senior Leadership Led)	This stage represents serious behaviours that are highly unusual for a child's behaviour, extreme instances of aggression to others, or severe breaches. This includes: very aggressive acts, racist or discriminatory language, or deliberate and purposeful damage to property. Early stages are completely bypassed. Immediate SLT Action: These children bypass all prior stages and the Senior Leadership Team (SLT) is informed immediately. The child is removed directly to the Deputy Headteacher or the Headteacher. Parental Communication: Either the Deputy Headteacher or the Headteacher will make direct contact with the parents/carers to discuss the severe breach. This is an essential partnership to support the child in reflecting on their choices and moving forward restoratively. CPOMS Safeguarding/Compliance: Stage 5 incidents must be recorded on CPOMS immediately. Any associated reflection work or paperwork must be scanned and uploaded directly to the log. The entry must be explicitly tagged as a Stage 5 incident. If pupils persistently exhibit Stage 5 behaviours, the Headteacher, Deputy Headteacher, and ALNCo will liaise with external professionals to implement a formal Support Plan. Special circumstances (cooling off) and/or formal exclusions may be applied under States of Guernsey Education Services guidelines. MANAGING SCHOOL EXCLUSIONS (gov.gg)

Staff should always manage behaviours discreetly to uphold the child's dignity and avoid unnecessary disruption to learning.

Pupil Behaviour Policy



Operational Note on Sanctions: These consequences are based on the teachers' knowledge of each individual child, their age, and stage of development. The recognition of trauma or specific educational needs experienced by any child means that sometimes sanctions are supportive and adapted rather than merely punitive, while maintaining the safety of the environment.

6. Support Plans, Interventions, and Extreme Sanctions

Personalised Support Plans

When behaviours are persistent and the staged approach has little or no impact, a personalised Support Plan is written by the class teacher and ALNCo, seeking guidance from Education Services or outside agencies (e.g., Educational Psychologist, CAMHS, Les Voies Outreach). The plan is shared with all relevant staff, outside agencies, parents/carers, and the child where appropriate.

Positive Handling and Physical Intervention

Procedures taken follow the 'Team Teach' approach, which reduces anxiety, risk, and restraint. Restrictive physical intervention forms only 5% or less of behavioural strategies. The intention of physical contact is strictly to protect the child, other children, staff, and property, and must be carried out by trained staff using force that is necessary, reasonable, and proportionate.

Special Circumstances, Exclusions, and Re-entry

- **Special Circumstances (Cooling Off):** Pupils may be sent home for a structured period under Guernsey Education Services guidelines to allow time to calm down and reflect on making better choices.
- **Exclusion:** Authorised by the Headteacher as a last resort when all other strategies have failed or the behaviour is so extreme as to make exclusion unavoidable. This applies if a pupil represents a serious safety risk or severely disrupts the education of others. Exclusions from lunchtime may also be considered if a child repeatedly violates the policy during this time.
- **Re-entry Meetings:** Following any cooling-off or exclusion, a mandatory Re-entry Meeting occurs with the child, parent/carer, and SLT to explicitly rebuild relationships, carry out a restorative discussion, and put the value of forgiveness into active practice.

7. Educational Visits, School Trips, and Residential

The school reserves the right to withdraw any child from an educational visit or off-site residential if the child repeatedly displays poor standards of behaviour in school, and it is determined that this behaviour would pose a serious health and safety risk to themselves or others on the trip. Reasonable adjustments will always be considered for children with challenging behaviour (such as targeted one-to-one support). However, if the safety of the child or the group cannot be guaranteed following a rigorous risk assessment, that child will not be included in the visit.

8. Adult Behaviour on the School Site

We believe that our staff, parents, and carers are entirely entitled to enter and work within a safe, protective, and respectful environment. All staff model the highest standards of behaviour and professionalism, speaking to each other and visitors with courtesy and respect.

The exact same conduct is required from parents, carers, and visitors in the playground, office reception, and communal areas. Types of behaviour towards any member of our school community that will not be tolerated include:

- Shouting, aggressive language, or speaking in a threatening tone (either in person or over the telephone).
- Physically intimidating conduct, standing excessively close, aggressive hand gestures, or pushing.

- Swearing, spitting, or making racist, sexist, or discriminatory comments.
- Inappropriate or defamatory posting on social networking sites which targets staff or could bring the school into disrepute.

Unacceptable behaviour may result in the Police being informed. The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse.

Definition: *Inappropriate behaviour means disrespectful conduct towards people or property within the school site. For the purpose of this policy, 'parent' refers to any adult who accompanies children onto the school site.*

Other types of inappropriate behaviour include:

- **An adult approaching another child in an aggressive or inappropriate way:** The adult will be spoken to immediately and the issue will be investigated by a staff member. This will be reported to the Headteacher and formally recorded. The adult will receive a formal warning letter.
- **A parent approaching another parent in an aggressive way:** The parent who is approached should report this directly to a member of staff or the Headteacher. The offending parent(s) will be spoken to as soon as possible after the incident and reminded that the school operates a zero-tolerance approach to inappropriate behaviour.

Social Media & Digital Communication

Staff follow the school's '**Personal Technology**' policy.

Social media websites and chats are increasingly being used to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases, other parents or pupils. St Mary and St Michael Catholic Primary School considers the use of social media in this way to be entirely unacceptable and not in the best interests of our children or the wider school community.

Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Headteacher, or by making contact with Education Services, so they can be dealt with fairly, appropriately, and effectively for all concerned.

In the event that any pupil or parent/carer of a child being educated at St Mary and St Michael is found to be posting libellous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site and to Education Services. All social network sites have clear rules about the content which can be posted on their platforms and provide robust mechanisms to report activity which breaches this.

The school expects that any parent/carer or pupil removes such comments immediately. In serious cases, the school will also consider its legal options to deal with any such misuse of social networking and other digital sites.

Additionally, and perhaps more importantly, is the issue of cyberbullying and the use of technology by a child or a parent to publicly humiliate another person by an inappropriate social network entry. We will treat and deal with this as a serious incident of school bullying. Thankfully, such incidents are extremely rare.

This policy is available to parents on the school website. Hard copies may be requested from the School Office.