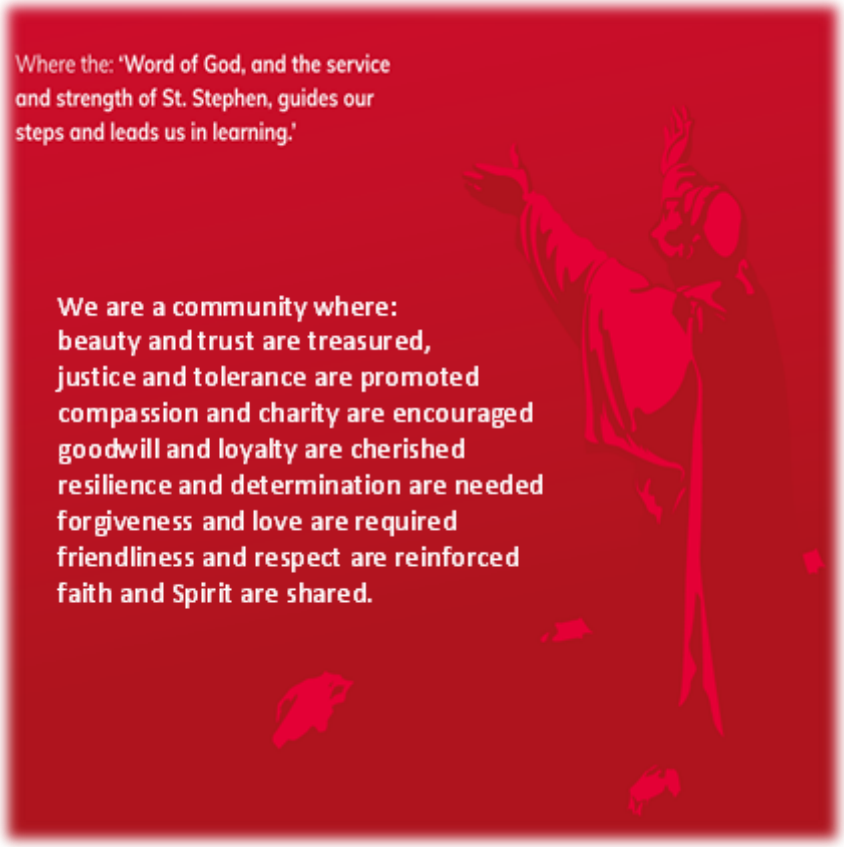
St Stephen's Catholic Primary School

Behaviour and Relationships Policy

Date: October 2025



Contents

1. Introduction

1.1 School mission and vison
1.2 Aims

2. Key principles
2.1 Curriculum
2.2 Environment
2.3 Relationships
2.4 Consistency
2.5 Motivation
2.6 De-escalation
2.7 Language and communication
2.8 Routines

3. Roles and Responsibilities
3.1 Governors
3.2 Headteacher
3.3 Senior leadership
3.4 Staff
3.5 Pupils and parents

4. Approaches when managing behaviour
4.1 Outline
4.2 Responses to behaviour
4.3 Repeated misbehaviour
4.4 Serious incidents
4.5 Consequences and sanctions
4.6 Restorative practice and learning
4.7 Positive handling
4.8 Inclusion

5. Monitoring arrangements & Appendix

This policy This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- *Education Act 2002*
- *Equality Act 2010*
- *Education and Inspections Act 2006*
- *Health Act 2006*
- *Voyeurism (Offences) Act 2019*
- *The School Information (England) Regulations 2008*
- *DfE (2016) 'Behaviour and discipline in schools'*
- *DfE (2021) 'Keeping children safe in education 2023'*
- *DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'*
- *DfE (2018) 'Mental health and behaviour in schools'*
- *DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'*
- *DfE (2013) 'Use of reasonable force'*
- *DfE (2018) 'Searching, screening and confiscation'*

This policy operates in conjunction with the following school policies:

- *Complaints Procedures Policy*
- *Special Educational Needs and Disabilities (SEND) Policy*
- *Positive Handling Policy*
- *Peer-on-Peer Abuse Policy and Anti-Bullying policy*
- *Child Protection and Safeguarding Policy*

Introduction

1.1 School mission and vision

At St. Stephen's we believe that, to facilitate teaching and learning, the school community must promote the fruitfulness of positive relationships between staff, pupils, and parents. This enables pupils to make the biggest possible contribution to their learning and development. By working together, fulfilling our mission and vision statements, **The St Stephen's Way,** we can create a climate where collaboration and partnership ensure the quality of learning is of the highest standard and is achieved in an environment where pupils feel safe, secure, and happy.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach, teaching and promoting the skills of self-regulation, will we be able to achieve an environment in which children can learn and develop in line with our school mission and vision.

This policy underlines our philosophy, approach, purpose and organisation and management of pupils' behaviour. Whilst the content of the policy is primarily aimed at managing behaviours of pupils in school, we reserve the right to apply and discipline beyond the school gate.

Our policy is aimed at enhancing the development of positive relationships between all parties within our school community. A fair and consistent application of the policy is the responsibility of everyone. Consequently, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

1.2 Aims

The aims of this policy are:

a) To create an environment and culture where excellent behaviour enables all pupils and adults to feel secure, safe and respected.
b) To provide a stimulating and purposeful learning environment where all pupils can flourish.
c) To promote caring, respectful, and tolerant attitudes, celebrating diversity, endeavour and achievements in all areas.
d) To encourage self-awareness, independence and growing levels of self-regulation so pupils can manage their behaviours and responses.
e) To promote and encourage resilience among pupils, enabling them to manage difficulties, find solutions and overcome barriers.
f) To develop an understanding that behaviour is often a form of communication, indicating underlying needs or difficulties. In our response to behaviour, we seek to identify such needs so that appropriate provision can be made in supporting the pupil.
g) Link behaviour and emotions to behaviours for learning so pupils are better equipped to self-regulate and engage in learning.
h) Provide individualised approaches to behaviour management when required by pupil with more complex needs.

2. Key Principles

2.1 Curriculum

Engaging pupils in learning is a main priority. By ensuring a well-planned, cohesive and ambitious curriculum, which generates curiosity, excitement and inspiration, is a preventative measure in itself. We use a wide range of strategies and approaches to ensure pupil engagement such as collaborative learning, practical hands on activities, access to high quality resources including IT equipment, specialist teachers, themed learning projects and initiatives throughout the school year.

2.2 Environment

A consistent and high-quality learning environment communicates clear messages to pupils regarding expectations, values and how we celebrate and acknowledge their efforts and achievements. This helps to motivate pupils to succeed, maintain effort and develop a sense of pride in their learning.

Expectations regarding behaviour are on display in and around the school and serve as a reminder to all, supporting engagement and self-regulation.

2.3 Relationships

Positive relationships are crucial in securing the desired and necessary behaviours conducive to learning. Staff must be a constant presence around school, in between classes, at break times and lunch times, ensuring that children are using the school grounds respectfully and behaving accordingly. This also promoted positive relationships beyond the classroom.

When dealing with poor behaviour, relationships are maintained by focusing on the behaviour and not the individual.

2.4 Consistency

Consistent adult behaviours will result in pupils consistently displaying the agreed expectations. This is achieved through everyone investing and committing to the agreed expectations, strategies and responses outlined in this policy. Such commitment, and the need for utter consistency is hard fought for but easily lost. All staff must be 'relentlessly bothered' to ensure consistency is achieved and is evident in every interaction on behaviour.

At St Stephen's, we model consistency through:

- Language and response: referring to the agreed code of conduct between pupils and an agreed approach when discussing behavioural matters with pupils (see appendices)
- Follow up: as part of a consistent approach, staff must ensure certainty within actions taken. Teachers must take responsibility for managing behaviour in the first instance and refrain from instant delegation.
- Consequences: Defined, agreed, and applied at classroom level as well as established strategies and procedures for dealing with more complex behavioural issues

2.5 Motivation

The use of praise in promoting and sustaining a positive atmosphere in school is vital. It helps develop positive relationships with all pupils. The behaviours we expect and want to see are praised. The more this is noticed and highlighted, it becomes embedded and simply 'the way we do things.' It also demonstrates that we value good behaviour.

The ways in which we value, and reward good behaviour are:

- Verbal reinforcement
- Recognition boards (e.g. sharing learning and efforts with others) leading to golden time
- Awards certificates
- Mission and Vision stickers
- Text messages home

The overuse of stickers and rewards creates a token economy where pupils will only do something for something in return. Our aim is to encourage and motivate pupils to behave well, follow instructions and make a positive contribution because it is the right thing to do.

However, for a minority of pupils, they may need extra incentive and support to help them self-regulate such as individualised behaviour charts/books etc. This would be planned and implemented as an additional strategy with a focus on earning rewards for self-regulating when encountering trigger points.

2.6 De-escalation

The de-escalation of inappropriate pupil behaviour prevents low level behaviour from escalating and becoming more serious. For most pupils, gentle reminders and advice will be sufficient in getting them to modify their behaviour.

However, when pupils are behaving in a manner which is not appropriate, staff use a range of strategies to get pupils 'back on track'. They include:

- Re-direction
- Distraction
- Instruction
- Re-focus on the right behaviours.

In all of the above, staff remain calm, fair and consistent.

2.7 Language

At St Stephen's, we recognise the need for common, consistent and simple use of language around behaviour and that it is essential in creating boundaries and good habits around self-regulation. Conversations should follow a script and should focus on the behaviours and not the individual.

Such conversations should be conducted, in the first instance, by the staff member with responsibility for the class or group. Addressing behaviour should be a private matter to protect the

dignity of the individual. The language used should encourage reflection, understanding of consequences and secure a level of learning so the pupil can act differently going forward.

2.8 Routines

At St Stephen's, we teach the behaviours and routines we want to see and practise them with the pupils on a regular basis. This can include:

- How pupils enter and leave the building or school site
- How pupils walk around school, to and from the PE hall, dining hall etc
- How pupils wait in line when required to do so
- How pupils manage movement within classrooms and learning areas
- Strategies for regaining class or group attention

3. Roles and Responsibilities

All School staff must, whilst adhering to, promoting and living out the St Stephen's Way:

a) Smile and be welcoming to all.
b) Deliberately and persistently catch pupils doing the 'right thing.'
c) Know their classes well but also develop positive relationships with all pupils.
d) Use such relationships to create and maintain a safe and stimulating learning environment which inspires pupils' interests and learning.
e) Promote and provide a culture where it is safe to take risks in learning and where mistakes are seen as opportunities to learn.
f) Relentlessly work to build mutual respect.
g) Operate with unconditional care and compassion.
h) Be a positive role model in line with the St Stephen's Way
i) Maintain clear and consistent boundaries with all pupils. Some may require individual approaches due to additional needs which will be determined through senior leaders.
j) Actively build trust and rapport, Adults should listen respectfully and then make an informed judgement regarding their response.
k) When dealing with incidents or situations, use appropriate language which encourages and enables pupils to reflect on how they can learn from their actions and understand what support they may need to do so.
l) Follow and implement this policy consistently.

Senior leaders must, in line with St Stephen's Way:

a) Be a visible presence around the school.
b) Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
c) Encourage use of positive praise, including using rewards highlighted in section 2.5 in this policy.
d) Ensure staff training needs are identified and met.
e) Use records to analyse patterns of behaviour and evaluate the impact of strategies and interventions.

f) Support teachers in managing pupils with more complex needs or challenging behaviours.
g) Ensure this policy does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnerships, race, religion or belief, sex and sexual orientation.

Pupils

All pupils must:

a) Consistently model school values, aligned to the St Stephen's Way, which will enable a positive climate for learning and meet school expectations.
b) Make a positive contribution to the life of the school and beyond by taking responsibility for their behaviours and actions.

Parents, carers and guardians

All parents, guardians and carers must:

a) Help their child understand appropriate behaviours, school values, including the St Stephen's Way, and expectations.
b) Encourage independence and support their child's progress and development, enabling positive self-image and pride in their efforts.
c) Through positive relationships with the school and within the school community, support a safe environment that prepares and ensures children are ready to learn and enjoy school each day.

Headteacher

The headteacher will:

a) Monitor the implementation and effectiveness of this policy and report the local governing council.
b) Establish the standard of behaviour expected by pupils within the school.
c) In collaboration with staff, governors and pupils, determine the responses, rewards and sanctions associated with behaviour.
d) Ensure this policy is published, making it available to all staff, parents and pupils (pupils may receive a child friendly version)

Governing Council

The governing council will:

a) Ensure that this policy does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnerships, race, religion or belief, sex and sexual orientation.
b) Support the headteacher, senior leaders and all staff in promoting and implementing this policy
c) Handle complaints regarding this policy in line with the school complaints procedures policy

4. Approaches when managing behaviour

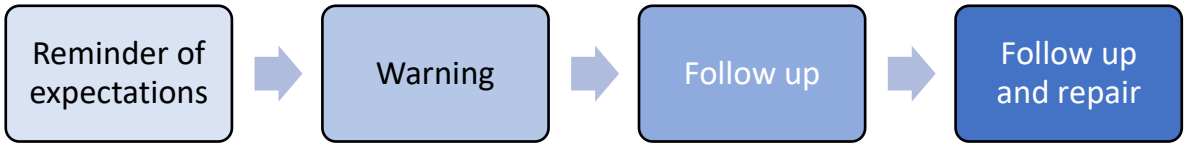
4.1 Outline

This part of the policy outlines the steps or actions adults should take to deal with and manage poor behaviour. It includes example scripts for each step to ensure consistency of approach, use of language, application of sanctions and rewards so that pupils are clear about its application and are treated fairly. Staff should always use a measured, calm approach; referring to the pupil by name, making eye contact, lowering themselves to the pupils' physical level (providing there is no risk of physical harm to the adult) and deliver key messages before providing the pupil with appropriate time to reflect and act on any advice, actions associated with sanctions etc

Adults should avoid being drawn into any secondary behaviours which pupils sometimes exhibit as a means of diversion or distraction.

4.2 Responses to behaviour

Adults should seek to take a graduated response to behavioural issues as illustrated below.



Step or Action	Possible scenarios or behaviours	Adult responses
Reminder	Talking whilst others are talking, swinging on chair, calling out, improper use of equipment, disturbing learning, distracting others etc	De-escalate and address, non-verbal cues, rule reminders, praise those showing correct behaviour. Take further using script*, 'I noticed you were…… at St Stephen's we…….describe the positive behaviour required*
Warning	Above behaviours continue	Repeat de-escalation and then take further '*I notice you chose to continue….. Do you remember a time when..(give examples of previous positive behaviour) and this is what we expect from you. I know you can make the right choice……*
Follow up (recorded on CPOMS)	Negative behaviour continues	Pupil needs reflection time and sanctions applied '*You have chosen not to follow our rules and values as you have…… At St Stephen's we …. (repeat the expected behaviours) As a consequence you will need to have some reflection time by missing part of your break time or lose privileges* Discussion with SENDCO, SLT, begin to monitor so as to identify any further areas of concern, causes and identify any subsequent actions.

<table>
<tr><td></td><td></td><td>Parents notified that behaviour is becoming a cause for concern.</td></tr>
<tr><td rowspan="2">Follow up and repair</td><td rowspan="2">Behaviours escalate
• Offensive language, repeatedly disturbing learning for many
• High levels of aggression/emotion</td><td>Pupil needs to be withdrawn from class. Teacher to provide learning materials and discuss with SLT regarding further actions and consequences. (could be full removal of privileges/social time)

‘I noticed you…… this is unacceptable and is not in line with what we do at St Stephen’s. You will now have to be learn away from your class.’

For regular occurrences, discussion with SLT.
• Parents informed of withdrawal from class and meeting arranged to discuss causes, alternative strategies
• Consider Individual Learning plan</td></tr>
<tr><td>Repair aiming to seek resolution, reflection and learning using restorative questions.
• What happened (dispassionate, neutral language)
• What were you feeling at the time?
• How do you feel now?
• Who has been affected by your actions?
• How do you think they’ve been affected and how are they feeling?
• What should you do to put things right?
• How can you/we do things differently in the future?
Agree strategies, goals, and targets for the future and consider ILP.</td></tr>
<tr><td colspan="3">It is not about the severity of the sanction but the certainty that follow up and learning takes place
Some behaviours may result in bypassing the initial stages and require immediate follow up. These may include:
• Causing deliberate physical harm or attempting to harm
• Deliberate damage to school property
• Inappropriate discriminatory language
• Unsafe or reckless behaviour including inappropriate use of technology.
• Attempting to, or leaving the site.

This list is not exhaustive, and any incident deemed to be serious will be followed up. Any withdrawals, (internal exclusions) reflection times and loss of privileges will be determined by the class teacher in collaboration with senior leaders.
Work set for internal exclusion is the responsibility of the class teacher and should consist of tasks which the pupil can complete independently.</td></tr>
</table>

4.3 Repeated misbehaviour

At St Stephen's we are aware that there are experiences in school that can trigger patterns of behaviour. These triggers may relate to learning, relationships, changes at home, special educational needs and attachment difficulties.
When such behaviours require a form of 'follow up,' incidents are recorded on our online management system (CPOMS) so we can identify patterns of behaviour, recognise potential trigger points and target pupils who would benefit from further intervention and support. The main behaviours recorded are:

- Use of inappropriate or discriminatory language
- Causing deliberate physical harm to another person through hitting, kicking etc
- Repeated and persistent behaviours which disrupts learning, play or the entitlement of other pupils.

The headteacher and senior leaders regularly analyse data to inform actions, training and further strategies around behaviour management if necessary.

4.4 Serious incidents
Occasionally, some pupils may behave in an extreme way which is out of character for them. Unacceptable behaviour may be 'fast tracked' through our system so that they can be dealt with more quickly by a member of the senior leadership team. Should this need arise, a meeting of SLT members will be arranged to discuss the incident and plan an appropriate response. However, it is important to note that all adults can still deal with these types of behaviour. Unacceptable behaviour which can be fast tracked includes:

a) Violence (causing or intending physical harm to another)
b) Defiance which is aggressive in nature
c) Persistent taunting, teasing or behaviour which constitutes or could lead to bullying.
d) Stealing
e) Use of foul and threatening language
f) Use of discriminatory language or harassment (behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of people.

We have the right to take measures to keep pupils and staff safe. These measures include:

a) The legal right to confiscate inappropriate items from pupils such as mobile phones, items which could be used to cause physical harm (pocket knives for example)
b) Statutory powers to discipline pupils who behave poorly outside of school.
c) Greater scope to and flexibility to issue detentions, which may include after school detentions. Although, under the most recent guidelines it is not necessary, we would always seek parental consent and provide 24 hours notice.
d) The headteacher and deputy headteacher have the right to search individuals or groups of pupils if they suspect one of them or several are carrying offensive weapons, including material stored in mobile phones, iPads or computers
e) A legal duty on schools to make provision to tackle all forms of bullying.

Every serious incident will be investigated and assessed on an individual basis and the ultimate decision regarding actions, sanctions and next steps, rests with the headteacher and/or the deputy headteacher.

4.5 Consequences and sanctions

Consequences should:

a) Be linked to the behaviour and be proportionate to actions taken.
b) Make clear that unacceptable behaviour affects others and is taken seriously.
c) Should not be applied to whole groups or class (blanket punishment) for the poor behaviour of an individual or small group.
d) Be consistently applied by all staff to help ensure that pupils and staff feel supported and secure.
e) Never involve taking away a previously earned reward.
f) Avoid actions which lead to unnecessary shaming or humiliation of a pupil.
g) Take into consideration the specific needs of a pupil when deciding appropriate next steps; a one size fits all approach is not appropriate.
h) Where appropriate, support pupils to reflect on their behaviour choices and be given the opportunity to repair and make amends. For example, they may be supported in making a sincere apology, replace damaged resources or something they have broken or tidy any mess they have made.

4.6 Restorative practice and learning

A restorative approach allows for reconciliation and conflict resolution as well as improve future behaviours. The principles of this approach are based on the understanding and acceptance that conflict is part of life, and that in conflict there is underlying damage to all parties involved which needs to be addressed. In resolving issues, it is hoped that incidents of a similar nature are prevented from taking place again.
The restorative approach should take the form of a balanced and calm conversation, as soon as possible after the behavioural incident and before the two parties are schedules to meet again. Staff have a basic script to follow which helps frame the conversation and subsequent reflection. (see appendices)

4.7 Discrimination towards protected characteristics

At St Stephen's we take any behaviour of a discriminatory or offensive nature towards the nine protected characteristics seriously, whether intended or in 'jest.' Such behaviour is not tolerated. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion
- Sex
- Sexual orientation

4.7 Positive handling

We recognise that a pupil's behaviour is often a way of communicating their emotions. When dealing with an extreme episode of behaviour, a pupil may need to be positively handled. Any physical intervention used by staff should be in accordance with our policy on positive handling and the idea of reasonable force. I should only be used as a last resort after all other strategies have been used. There is no legal definition of reasonable force but there are legal justifications for the use of force. These include when the child is:

- In danger hurting themselves or others.
- Endangering the safety of others.
- Are destroying or damaging property.

The use of force can only be deemed reasonable if the circumstances within the incident warrant it and the degree of force used is proportionate to the degree of the challenging or dangerous behaviour. Whenever physical intervention or restraint is used, the incident must be recorded in accordance with our positive handling policy. All staff involved in the incident, directly or indirectly must contribute to the report. Parents will ways be informed that such measures have been applied. Until the incident has subsided, it is important that staff ensure that they work to reduce the risk of re-escalation and the situation remains calm.

Pupils should be given time and space to calm down after an incident and, when ready, reintegrated back into their group or class. If necessary, staff members involved in the incident should also be given time or a short break. It is important that pupils and staff, if necessary, are provided with emotional support and any first aid treatment in the event of injury.

All staff who may have to use physical restraint as part of their daily role, receive appropriate training which is refreshed on a regular basis.

4.8 Inclusion

Whilst all pupils identified with SEND and/or disabilities are covered within this policy, we recognise that these pupils may require additional support which is different, or in addition, to what their peers receive so that they can access the full range of educational opportunities the school offers.
Pupils with cognitive and physiological difficulties are likely to have an impaired emotional regulation system and sometimes this can be compounded by communication, sensory and motor difficulties. Responses to such difficulties should be supported and planned as part of the SEND provision in school.

5. Monitoring arrangements & Appendix

The headteacher is responsible for reporting to the local governing council on how this policy is being implemented and how effective it is in influencing and securing positive behaviour across the school. This is done as part of the headteacher's termly report.

The policy is reviewed every year, in consultation with all relevant stakeholders.

Appendix 1

Behaviour script

Reminder
I noticed you chose to …….
This is a reminder that we….. (refer to agreed expectations and behaviours)
At St Stephen's we……..(refer to mission and vision correct behaviour choices)

Warning
I notice you chose to……. (describe behaviour)
At St Stephen's we……(describe positive behaviour choice)
Do you remember when you……(give an example of previous positive behaviour) that is the behaviour I expect from you. I know you can make the right choice…. Thank you

Action
You have chosen not to follow our rules/values
At St Stephen's we…..(describe positive behaviour)
As a consequence you will need to have some reflection time (time out, loss of privileges etc)

Repair (restorative questions)

- *What happened?*
- *What were you feeling at the time?*
- *How do you feel now?*
- *Who has been affected by your actions?*
- *How do you think they've been affected and how are they feeling?*
- *What should you do to put things right?*
- *How can you/we do things differently in the future?*