



ST. MARY MAGDALENE'S
ROMAN CATHOLIC PRIMARY SCHOOL
A CATHOLIC EDUCATION FOR ALL



St Mary Magdalene's RC Primary School

Relational Behaviour Policy

School Mission Statement:

St. Mary Magdalene's is a Roman Catholic School.

Within our community, we seek to live within the Catholic faith as a family.

Each child is a gift valued as a unique individual made in the image of God the father, Son and Holy Spirit.

We seek to share our ethos through prayer, forgiveness, loving, sharing and caring. In all aspects of life, we follow the teachings of Jesus and, through prayer, we are guided by asking ourselves 'What Would Jesus Do?'

'Love one another as I have loved you'

This policy will be reviewed annually or in response to Government of LA initiatives/incidents.

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Agreed by Governing Board on _____

Policy will be reviewed by October, 2025

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1. Policy Overview

Our Relational Behaviour Policy aims to reflect the Roman Catholic principles of love and forgiveness. It seeks to provide a safe, happy and inspiring place for pupils, staff, parents and visitors to grow in God's love, feeling secure and respected. Effective relationships are built on the core values of **Respect, Peace, Honesty, Friendship, Love** and **Justice** and is written in accordance with our Mission Statement: '**Love one another as I have loved you.**'

The emphasis of our relational behaviour policy will hope to promote positive relationships for all. Considering the vision of our school, we will tailor strategies to address unique challenges and capitalise on our strengths. We will embed the love for learning, whilst following Jesus' teaching through our daily lives as we ask ourselves, '**What Would Jesus Do?**'.

All staff, pupils, parents and visitors have high expectations of behaviour and it is an expectation that staff and parents will be role models for all children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong. All children are reminded that negative behaviours are unacceptable and will be met with a consequence, shaping a culture where pupils thrive.

We aim to do this through:

- Ensuring that all children understand the behaviours expected of them.
- Encouraging pupils to accept responsibility for their actions.
- Encouraging children to respond, speak and listen carefully and interact with peers and adults in a positive way.
- Providing positive role models for children.
- De-escalating children's behaviour before the incident erupts.
- Use of common language from staff members.

Consistency is vital when it comes to behaviour management. Staff must set examples and model expected behaviours to pupils and parents at all times.

2. Classroom Expectations

At the beginning of each academic year, every class will establish a fresh set of classroom in conjunction with the children. Every child will sign their agreement/charter and this will be visually displayed in class for a reminder of all. Staff must make sure they remind children of the rules, as well as carrying out their duty of upholding high expectations and rapport. Staff will make sure that there are no more than five classroom rules to maintain focus of achieving.

3. Rewards

Class Dojo

All staff use Class Dojo to reward positive behaviour, attitudes, following class and school rules, showing acts of kindness or following the school mission statement. The points are communicated to parents. The points will be reset weekly with the child with the highest number of points being awarded on a Friday during Celebration Assembly.

Headteacher's Award

Working alongside Class Dojo, this award is only presented to one individual for any outstanding behaviours or overcoming challenges. Children will receive this award in Friday's Celebration Assembly.

Caritas Award

This prestigious award is held at the heart of our Catholic values. Children must go above and beyond to be certified with this status through showing any behaviours which correlates with Catholic Social Teaching (e.g. looking after our Common Home). This award is not given on a weekly cycle, but only when certain acts have met the criteria. This award will be given out on Friday's Celebration Assembly.

Jar of Joy

Each class will be rewarded with a bead when all children work together to reach a class or whole school expectation. This could be anything from showing respect and resilience in classrooms, or sitting and singing coherently in a whole school assembly. This reward system works consistently across the whole school. The rationale is to promote a whole school togetherness, with every class on the same journey to achieving their outcomes. Each class may differ in time of completion, but this is no means a contest of classes. Academic achievement and progress will be personalised to individuals.

Each class will be issued with a transparent jar, equal in volume. A quarter of the way reached will result in an extra 10-minute break of their choice. When the class reaches half way, they will be rewarded with an extra 20-minute break. When the jar is full, the class will be awarded a treat afternoon. This will be discussed as a class with the class teacher. Before the children will reflect after their completion to remind themselves of their success and how they reached their potential.

Mrs Loughran's Afternoon Tea Party

At the end of each half term, each class teacher will nominate two students from each class to join in with a celebratory tea party with Mrs Loughran. This award will not be linked to other individual awards (i.e. those who win Dojo or HT Awards are not guaranteed to be rewarded this).

Positive Praise

All teaching staff are expected to contact parents in each term to highlight any positive/outstanding behaviours shown by any individuals in their class. Children should be praised and rewarded for going above and beyond, reaching for their upmost best. A phone call, Dojo message or even a face-to-face conversation should be taking place each term.

4. Regulate

Relational interventions are specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life. Interventions that aim to repair damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

5. Relate

Staff development and training is the art of good listening, dialogue, empathy and understanding. Skills and resources will be made available to support parents and staff in developing empathetic conversations with vulnerable children who want to talk about their lives. Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to share experiences through images as well as words. This may include the provision of different modes of expression, e.g. art, play, drama, music, sand, emotion worksheets or emotion cards. PSHE (Personal, Social and Health Education) used to address aspects of developing mental health, mental ill health, relationships, emotions, social media and tools for how to 'do life well'.

Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds. Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives. A policy based on resolution and interactive repair (e.g. restorative conversations).

6. Repair

All language and practice provide the opportunities for everyone to:

learn about the effects of their wrongdoing or inappropriate behaviour, take responsibility for making amends to those they have harmed Repair and restore the relationship with those harmed and the school community.

7. Restorative Practices

Formal

Formal meeting – as an impromptu meeting but a more formal setting where all participants have been prepared before the meetings and have agreed.

Informal

Effective language used to provide immediate feedback to individuals about the effect of their actions (I feel....) and invite a response.

Restorative Conversations – A structured conversation using open-ended questions that help individuals learn about the effects of wrongdoing with an opportunity to make things right.

Impromptu Restorative Meeting – As a restorative conversation but involving 2 or more people

Common Language

Common language is an expert skill built from 'high rapport' (the understanding of ones' feelings). The relationship between pupil and staff should be established with trust. Common language needs more than just language, but eye contact, posture and enthusiasm just to name a few.

Examples:

Positive welcome

'Good to see you, let's get ready to learn. '; 'We're working hard today, I'm excited!'

A positive/assertive approach to reiterating expectations

'Because I care about you, (completing X/working hard) is not negotiable'

'Choosing to (insert behaviour) is unlike you; you know what I expect. Please (insert explicit instruction)

Anonymous Individual Correction

Anonymous individual correction is a discreet behaviour management strategy employed by educators to address specific student behaviours privately and respectfully. This technique involves providing feedback or guidance to a student without revealing their identity to the rest of the class. The teacher scans the room monitoring compliance with a task and shares with the class that they are waiting for 'one or two' giving the individuals a chance to correct their behaviour whilst keeping the individual(s) unidentified.

8. Strategies for Dealing with Inappropriate Behaviour

In the Playground.

- Discuss the issue with the child and give a verbal warning.
- Ask child to take time out. If the child refuses, a member of SLT will take over.
- Member of staff to discuss the incident with the child and pass on to the class teacher, as well as logging it on Cpoms.
- Refer child to SLT
- Class teacher to discuss with parents & inform of strategies (e.g. temporary exclusion from the playground, referral to Learning Mentor, Sensory Room).
- Head & parent's formal discussion.
- Relationship between child and staff restored.

In the Dinner Hall.

- Discuss the issue with the child and give a verbal warning.
- Child is asked to move away from their peers.
- Sent to SLT for further strategies (Withdrawal from Dinner Hall)
- Class Teacher informed and consequences discussed with the child.
- Sent to the Headteacher for further strategies (sitting outside the office)
- Parents informed.
- Targets set and behaviour monitored.
- Relationship between child and staff restored.

In the classroom

- Reinforcement of class expectations
- Visual warning (making eye contact towards the disruption, monitoring/showing presence)
- Sensory/brain break
- Verbal warning (see restorative practices – Anonymous Individual Correction)
- If the pupil continues to display poor behaviour they will receive sanctions that may include loss of break time or dinner time.
- Physical Warnings (if poor behaviour continues then the pupil will be moved to a time out zone in the class to avoid further disruptions). Pupil will be reminded about missing their free time.
- If continues, sanctions will be issued that may include missing full break or dinner time. Child to leave the class and work at an outside station (either outside of the classroom or in another class). Work to be caught up to standard before discussing with teacher on possible outcomes (having some reduced free time).
- Behaviours to be reported to SLT and Headteacher. Parents to be informed on the day. Logged on Cpoms.
- Relationship between child and staff restored.

9. Child Learning Mentor

If a child is becoming unsettled more frequently, then a member of staff (chosen appropriately) will be issued as a Learning Mentor for that particular child. This will be organised through the Headteacher, SLT and Behaviour Lead. The Learning Mentor's role is to support the teacher with challenging the behaviours displayed by the child and having meetings/check-ins with the pupil throughout the week. Lesson drop-ins may be scheduled in by the Learning Mentor to monitor hopeful ongoing progress. The rationale is to provide as much support for the child in crisis, offering the chance to offload, listen and be an outsider that could hopefully de-escalate situations and help with the regulation progress of the individual. This process will be shared and discussed with parents/guardians before being put in place.

10. Three levels of Behaviour

Level 1 - Day to day problems (Anxiety Behaviours)	
Problem	Preventative measure
Lack of respect for self and others Lack of respect for other people's property Interrupting the Teacher Calling out Answering back Wandering around class without purpose Leaving the class unnecessarily e.g. toilet trips, etc... Behaviour which disrupts the learning of others (including uncooperative behaviour, attention seeking behaviour, mimicry, wasting time) Poor manners including lack of politeness, courtesy, forms of address Unacceptable levels of noise Bringing toys and other inappropriate equipment in class Eating in Class Spoiling other pupils' games or work Making inappropriate comments about others (including telling tales, name calling, teasing) Using inappropriate language Play fighting Poor response to instructions Poor lining up (break and lunch) In school without permission i.e. in class or cloakrooms Running inside	The class teacher or teacher in charge will deal with all Level 1 behaviours by consistently applying whole school/class rules and sanctions. Many Level 1 behaviours can be prevented by good management e.g. teachers out at break before the whistle is blown, pupils only in class with the teacher's permission. Use child's name to engage and begin common/reflective language... "I can see that... I notice... I am wondering... I imagine." Use empathy "I understand this is hard for you.... That must be really difficult." Match affect – use a low tone of voice. Acknowledge all low level behaviours, read the body language of the child, consider your own body language Invite the child into your calmness, don't join them in their chaos.

Level 2 - More serious problems (Defensive Behaviours)	
Problem	Preventative measure
Provocative behaviour towards others- taunting, enticing, Disobedience that endangers self and others Swearing Stealing Extreme inappropriate behaviour (verbal or physical) Defiance/Refusal to comply with the instructions of the Class Teacher or Supervising Adults Arguing back Rudeness to staff and other adults (low level verbal) Lying Biting, punching, kicking, fighting, spitting Destroying the property of school or other pupils Hitting back Repeated Level 1 Behaviours	<p>Referral to the Head teacher, SLT and Behaviour Lead, where the incident will be discussed and action taken. This will happen for all Level 2 behaviours.</p> <p>There is an immediate loss of any free time (break or dinner – to be discussed between the teacher and SLT) for Level 2 behaviours. However, at the teacher’s discretion a maximum of 10 minutes can be earned back for very good behaviour.</p> <p>Level 2 Behaviours will be recorded by the Class Teacher and parents informed. In the most serious or persistent cases, the head teacher and the parents will be involved.</p> <p>Consideration will be given as to whether it is appropriate for the pupil to represent the school at any sporting events or school trips.</p> <p>Continue to use low level strategies if appropriate. Consider phrases such as... “what should you be doing now?, “Name, command, thank you”. Ask “what?” not “why?” Give the child 2 choices (don’t make these punitive, make them choices you are happy with).</p> <p>Give children a logical consequence – put right what went wrong. (children may need time to regulate before performing this consequence)</p> <p>Use a sensory break for the individual/whole class. Class reset.</p>

Level 3 - Very serious problems (Crisis Behaviours)	
Problem	Preventative measure
Bullying	Refer to the Anti-Bullying Policy
Racial abuse	Refer to Lancashire County Council Policy
Dangerous refusal to follow instructions Swearing at staff Running out of school premises Physical Abuse of staff/supervising adult Verbal Abuse of staff Extortion	The head teacher and the parents will be involved immediately. There is an immediate loss all free time for Level 3 behaviours. The child will be put on daily report/Behaviour Chart and will work in isolation.
Repeated Level 2 behaviours	Headteacher to discuss the incident with SLT, Behaviour Lead and Class Teacher and decide on the level of sanction. The priority in a crisis is to maintain safety and calm the situation. This may involve the removal of a child from the classroom. Reasonable adjustments should be made for children with SEND.

Under most circumstances, no member of staff should attempt to restrain a child who is being violent. In this situation, the rest of the class should be evacuated to another area, and a staff member should remain close at hand to observe the child until a senior leader arrives to deal with the child. The supervising staff member can observe the child from outside the classroom if they believe the child will attempt to cause them harm.

Physical restraint or removal of pupils from the classroom should only be performed by Safer Handling trained staff or Senior Leadership Team. However, staff do not need training or permission if a child's safety is in question.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from: Committing any offence (or for a pupil under the age of criminal responsibility, what would be considered an offence). Causing personal injury to, or damage to the property of, any person. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

11. Children leaving school grounds without permission

If a child runs out of the school premises, Inform the Headteacher immediately and watch to see where they are heading. On no occasion should the child be chased, as this usually results in them running further away from the safety of the school. The Headteacher or Deputy Headteacher should be informed immediately and they will decide whether to pursue the child or call the police. The child will subsequently be counselled to discover the reasons for their behaviour, and their parents will be informed.

12. Bullying/Racism/Homophobia

We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to totally eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. A record is kept of all incidents of bullying on the cpoms system online. (See anti-bullying policy) The definition of Bullying that we use in school is "Several Times on Purpose" (S.T.O.P)

Incidences of this nature are very rare and are dealt with in a serious way. However, bullying behaviours can often be apparent and need to be dealt with in an equally serious manner in order that they do not escalate further. The school addresses the issue of bullying and bullying behaviour through the PSHE curriculum and assemblies. If another child or something is upsetting a child.

Remind them of these three things; Stay calm Walk away (politely) Find an adult.

13. Serious Incidents

Internal Exclusion

Children who have displayed persistently negative behaviours may be asked to work away from their classroom for a set period of time. This may take place in another classroom, the Headteacher's office or in a room which is separate to the main classrooms. Children who are subject to an internal exclusion will be fully supervised and parents will usually be informed.

Fixed Term Exclusion

We aim to limit exclusions from school and provide internal exclusions as outlined above, so that children can still access learning in school. However, there are times when exclusions from school become necessary. A decision to exclude a pupil should only be taken: In response to a serious breach of the school policy. Persistent repetition of negative behaviours over a period of time. If allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Only the Headteacher, or the Deputy Headteacher in the head's absence, can exclude a pupil.

An exclusion can take place for a fixed period of up to 5 Days. Beyond this, provision for the child to be educated away from the school site should be sought.

Permanent Exclusion

A decision to exclude a child permanently is a serious one. It will usually be a final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to exclude a child for a "one-off" offence. The statutory.

St Mary Magdalene's RC Primary School follows the Lancashire Behaviour Pathway when a child is showing extreme and level 3 crisis behaviours. This pathway document is to help schools to manage change in their cohort and enact culture change in their school to ensure more children have the support they need to stay in mainstream education. Please see our website for more reading on this document.

14. Consistent Low Level Behaviour

Behaviour Charts/Daily Reports

Behaviour Charts may be introduced, whereby a contract concerning a child's persistent behaviour is drawn up in consultation with the child. This will include mention of expected targets for behaviour, rewards/sanctions at home/school, where appropriate, to encourage a positive approach to the child's future behaviours in school.

Home-School Communication Books

Home/School books are sometimes introduced when it is felt that daily communication between home and school would be beneficial to a child's behaviour. This will be set up in liaison with the class teacher, parents and child. Home/School books are usually set up alongside a behaviour chart where necessary.

15. The Power to Discipline Beyond the School Gates

Disciplining beyond the school gate covers the school's response to all non-criminal negative behaviours and bullying which occurs anywhere off school premises and which is witnessed by a member of staff or reported to the school. The Governing Body must be satisfied that the measures proposed by the Headteacher are lawful.

Any negative behaviours where the child is: Taking part in any school related or school organised activity; Travelling to or from school wearing school uniform in some other way is 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 a member of staff, another pupil or member of the public or could adversely affect the reputation of the school.

As a result of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter.

16. Searching & Confiscation

The Headteacher and the Deputy Headteacher have statutory power to search pupils or their possessions, without consent, where they suspect a pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

Other Relevant Policies: Inclusion Policy, PSHE, Safeguarding Policy, Staff Handbook.

Family Support

Our Pastoral Manager, Miss Zollner, is available by appointments on the phone and via email if you wish to discuss any concerns that you may be facing at home. Miss Zollner may be able to suggest some strategies that may be helpful at home and will be able to discuss your concerns with you and support the communication of the class teacher (if needed).