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

St Mary Magdalene's RC Primary School

Policy: Relational Behaviour Policy

Date of policy: September 2026

" Be Ready. Be Respectful. Be Safe."

Mission and Purpose

As a Catholic school, we believe every child is created in the image and likeness of God and deserves to feel safe, valued and respected. Our behaviour approach is built on positive relationships. We recognise that behaviour is a form of communication and that children learn best when they feel safe, connected and understood. We are committed to helping children regulate emotions, build positive relationships and repair harm when difficulties occur.

Through high expectations, consistency and compassion, we aim to create a calm, purposeful environment where all members of our community can flourish.

1. Our behaviour policy is underpinned by the relational principles of:

- Regulate – helping children feel calm, safe and ready to learn.
- Relate – building trusting relationships based on respect, dignity and care.
- Repair – restoring relationships when mistakes are made and helping children learn from their actions.

2. School expectations (rules)

These are simple:

Be Ready

1. Arrive on time and prepared to learn.
2. Listen carefully and follow routines.
3. Engage positively in learning.
4. Try your best and persevere when learning is challenging.

Be Respectful

1. Speak politely to adults and peers.
2. Treat others with kindness and courtesy.
3. Respect school property and the environment.
4. Celebrate differences and show tolerance towards others.

Be Safe

1. Follow adult instructions first time.
2. Keep hands, feet and objects to yourself.
3. Move around school sensibly.
4. Make choices which keep yourself and others physically and emotionally safe.

3. Promoting Positive Behaviour

We believe children should receive more attention for getting things right than for getting things wrong.

Positive behaviour will be recognised through:

- Verbal praise and encouragement.
- Whole-school rewards systems eg House Points.
- Class rewards and recognition systems.
- Celebration assemblies.
- Communication with parents.

- Opportunities for responsibility and leadership.
- Recognition of children who consistently demonstrate our values.

Staff will model the behaviours we wish to see and consistently acknowledge children who are safe, ready and respectful.

4. When Behaviour Falls Below Expectations

Adults will respond calmly, consistently and fairly; recording what has happened.
Where possible, behaviour incidents will be viewed as opportunities for learning and repairing relationships.
Responses may include:
Reminder - A quiet reminder of expectations.
Reflection - Time to reflect on choices and consider what needs to change.
Restoration - A restorative conversation using questions such as:

1. What happened?
2. What were you thinking or feeling?
3. Who has been affected?
4. What can you do to put things right?

5. Consequences

Where behaviour continues or is more serious, consequences may include:

1. Loss of free time.
2. Completing missed learning.
3. Separation from peers.
4. Working in another classroom.
5. Meeting with a senior leader
6. Communication with parents/carers.
7. Not representing our school.
8. Suspension

Consequences will always be accompanied by support and opportunities to repair relationships.

6. Serious Behaviour

Some behaviours require an immediate senior leader response because they significantly affect safety, learning or wellbeing. Examples include:

1. Physical aggression.
2. Deliberate violence.
3. Bullying.
4. Racist, discriminatory or prejudicial behaviour.
5. Swearing directed at others.
6. Serious damage to property.
7. Refusal, which places self or others at risk.
8. Leaving a supervised area or school premises.
9. Behaviour that seriously disrupts learning.

In these situations, parents will always be informed as suspension or exclusion may be considered.

7. Suspension and exclusion

Whilst our approach is relational, there are occasions when a suspension or exclusion may be necessary. Suspension or exclusion may be considered where a pupil:

1. Seriously compromises the safety of others.
2. Commits a serious breach of the school's expectations.
3. Repeatedly demonstrates behaviour that is not safe, ready or respectful despite significant support and intervention.
4. Remains in school in circumstances that would seriously affect the welfare, safety or education of others.

The Headteacher will make decisions regarding suspension or exclusion in line with Department for Education guidance and with consideration of individual circumstances, including any SEND needs.
A reintegration meeting and restorative process will always take place following suspension to support a positive return to school. Parents/carers will be required to attend the reintegration meeting before a pupil is re-admitted.

8. Working Together

Positive behaviour is strongest when school and families work together. We ask all members of our community to support our shared expectations: Be Safe. Be Ready. Be Respectful.

8. Policy details

Date policy shared with staff: **with pupils:** **with parents/carers:**
Date policy shared with LGB: **Date policy to be reviewed:**