



Positive Relationships and Behaviour Policy

Reviewed and Revised September 2025

Our Vision

St Marie's is proud to be a Catholic school, using the teachings of Christ as our foundations.

Within the care of Our Blessed Lady, we aim to make our school a place where children can safely learn through outstanding and innovative teaching, build on their potential, fulfil their dreams, and grow in faith and love

Our Mission

As Christ's hand and feet on earth, we will...

- Follow the teachings of Christ so that all may grow in faith.
- Recognise and value each child as a loved and unique child of God.
- Treat each person with respect, tolerance and honesty in an atmosphere of love and security.
- Celebrate, nurture and strengthen the relationship between our school family: Our school, our families, our parish and our community
- Inspire those within our care to become successful, caring members of our diverse society and transform the lives of others.

We believe that all pupils have the right to learn in a safe environment and be safe at all times.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To ensure that everyone is treated fairly, have their voice heard and that restorative approaches are prioritised.
- To build self-esteem, encourage independence and self-discipline within our children so that each child learns to accept responsibility for his/her own behaviour. Everyone knows their rights and responsibilities.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- To make boundaries of acceptable behaviour clear and to ensure safety

- To raise awareness about appropriate behaviour
- To help pupils, staff and parents have a sense of direction and feeling of common purpose. Our community is built on kindness.

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same
- To treat others with kindness and respect. To have kind hands and feet.
- To follow the instructions of the school staff working in school and show the same respect to all.
- To take care of property and the environment in and out of school
- To co-operate with other children and adults

Staff Responsibilities are:

- To follow this policy consistently
- To listen. To remain calm and to treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging and interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To make time for conversations and restorative practices
- To use rules and consequences clearly and consistently
- To be a good role model
- To form a good relationship with parents so that all children can see that their key adults in their lives share a common aim
- To recognise that each child is an individual, and
- To be aware of their (special) needs, developing personalised approaches if necessary.
- To seek advice where needed. We support one another at St Marie's.

The Parent's Responsibilities are:

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline and boost self esteem
- To show an interest in all that their child does in school
- To foster good relationships with the school (discuss **any** concerns with school and let us know of any change of circumstances which could affect their child's behaviour)
- To support the school in the implementation of this policy
- To be aware of the school rules and expectations

Trauma Informed School UK

An understanding of trauma and childhood adversity underpins our approach to

relationships within our school community. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

At St Marie's RC Primary School, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than criticism. Adults within the school environment have a duty to provide positive role modelling in all areas of behaviour, this includes non-teaching staff and visitors to the school.

We believe in equity. Our differentiated response to behaviour recognises that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children. We aim to actively promote high self-esteem and high aspirations for all pupils, through an ethos that values every child as a loved and unique child of God. For children, being able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. School will follow the Trauma Informed Schools model of the PRRR, Protect, Relate, Regulate and Reflect.

The 'St Marie's Way'

We have high expectations of behaviour and have a clear 'St Marie's Way'. Our Motto is 'We are Jesus' hands and feet'. Our rules are:

Be Kind
Be careful
Be determined

Be Kind!

- Only kind hands and feet inside and outside
- Use kind words- regularly!
- Respect the right for adults to teach and for everyone to learn

Be careful!

- Walk around school calmly 'tall and proud'
- Good listening and looking
- Respecting personal space, property and the environment
- Following the instructions carefully and correctly
- Smart correct uniform at all times

Be determined!

- Always try your best
- Always look smart and tidy
- Always be the best that you can be
- Always give 100%

Visible Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

Staff will be **calm, kind, relentless** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged.

Staff will **pay first attention to best conduct** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Staff will give **take up time** to allow children time to process an instruction or question.

Staff will **model the behaviour they want to see** they will model self-control through their calm approach and will deal with individuals fairly.

Staff will **not walk on by**; if any poor choices are seen staff will intervene.

Staff will **not respond how they perceive**; staff will not judge or inflict their own values on a situation.

Staff will **make it personal**; and **not take it personally**. We understand that by building positive relationships we will develop positive behaviour choices.

Relentless Routines

These routines, consistently seen and heard around school, will ensure all children are clear about the behaviour expectations of all adults.

Meet and Greet - all children will be greeted daily by their teacher and where possible, teaching assistant. This enables everyone to start the day positively and with

a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents on the playground.

Walking around school – all children will walk around school with their heads up, arms by their sides and facing forward **‘tall and proud.’**

Entering school after a break /lunchtime– when children are leaving the playground and returning to class following break or lunchtime, the whistle will be blown once to give the instruction to ‘freeze’, it will then be blown again and children will walk calmly to their lines and be expected to stand still in their lines. They will be collected promptly from the playground by their class teacher and led into school

Getting children’s attention – When adults in school require the full attention of a class or group of children, they will use an agreed strategy such as 5 claps (slow, slow, quick, quick, slow) and then children will then repeat.

End and Send – at the end of the day, following the class story, the children will collect their belongings in a controlled/calm way and stand behind their chairs and there will be a reciprocal ‘Good afternoon’ before being dismissed. This will ensure that all children are leaving school positively, knowing that the next day is a fresh start.

Language around Behaviour

At St Marie’s we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as ‘kicked off’ or ‘screaming fit’ are unhelpful in these instances and we should remain professional and calm at all times.

Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the adult who has witnessed the behaviour.

Incidents are logged on CPOMS by the member of staff that has witnessed the incident.

Rewards

We encourage positive behaviour with staff regularly praising good behaviour. Awards are given for acts of kindness and politeness towards other children and staff of our school. This may be a sticker or a smiley from the class teacher, headteacher or a certificate at our celebration assembly. Our policy ensures that children are rewarded for excellent behaviour, courteous acts and following school procedures at all times.

Sanctions

It is important that all staff, children and parents understand the expectations of behaviour in our school and the sanctions that will be imposed for inappropriate behaviour. Children must be made aware that their behaviour choices may have consequences.

Sanctions will be as follows:

1. Child is requested to stop behaving in a certain way
2. Child is warned verbally
3. If the behaviour persists, child's name is placed in the blue Daily Book and loses a break
4. If this occurs twice in a half term the child will be sent to the deputy headteacher at break or lunch time
5. If a child is sent to the deputy headteacher twice over a half term period then the headteacher will be notified and the child entered into the headteacher's Blue Book.
6. If a child is entered twice into the headteacher's Blue Book over a half term, parents are informed and a meeting held.
7. Occasionally children may have to have time out of a classroom during lessons and complete work elsewhere supervised by another member of staff. This is to allow the child to calm down and allow other children to continue with their lessons
8. If a child loses a lunchtime they will stay in the small hall supervised by an adult

Occasionally, it may be necessary for a child to receive a Home/School Book (Report Book), which will allow the teacher to make daily comments. These can be about positive acts as well as behaviour that are negative so as to keep the parents informed. This also supports parents who cannot come into to school due to work commitments. Parents may be asked to report weekly to the class teacher regarding their child's behaviour. The headteacher will be informed that the Home/School Book is being used.

If a child commits an offence that is considered very serious e.g. serious act of aggression, bullying, vandalism, obscene language, racist comments, the child will be sent to the headteacher, the parents will be informed and a meeting will be held with all concerned.

If a child persists in behaving inappropriately and the parents have been informed and all the sanctions followed, then a fixed term exclusion will be considered.

If poor behaviour continues after a long period of time, impacting on other children's learning and safety and all support services have been exhausted, a permanent exclusion may be considered.

Bullying: Zero Tolerance

Bullying can take place in many forms and is usually:

Verbal – as in name calling, personal comments, racial abuse or sexist comments and the use of derogatory language

Social – as in not being spoken to or being left out of activities. Spreading malicious rumours or stories.

Mental – as when pressure to conform is applied. Reduction of a person's self-esteem or confidence

(all of the above can take place face to face and online)

Material – as when possessions are stolen or damaged or extortion takes place
Mental – as when pressure to conform is applied. Reduction of a person's self-esteem or confidence

Physical – as in physical assault. Person being bullied is hit, kicked or when belongings are taken or damaged.

Bullying is not the same as a disagreement between two people. Bullying is:

- Systematic and ongoing rather than one off
- Done by the more powerful to the less rather than between equals Distressing and hurtful to the victim rather than good natured fun Always one way rather than an exchange

Anti-Bullying Code

Bullying will not be tolerated by Governors, staff, pupils and parents of St. Marie's RC Primary School.

Every person has the right to enjoy learning and leisure free from intimidation. Every person has a responsibility for his or her own behaviour.

Pupils should support each other by reporting all instances of bullying.

All reports of bullying will be taken seriously and appropriate action will be taken. Everybody within the school community are encouraged to report any incidents of bullying behaviour witnessed by them, to teaching staff.

How can bullying be identified?

By its nature bullying tends to take place out of sight and earshot of teaching and other school staff. But bullying can be identified by creating a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act.

There are possible signs of bullying that all staff should be aware of. Some key signs may include:

A reluctance to come to school

A deterioration in a pupil's performance

A reluctance to leave school at the normal time or walk home with others Unlikely excuses for possessions damaged or destroyed or missing Persistent complaints of feeling unwell and unable to go to school

Pupils who present as isolated in the playground, dining room during games etc Pupils who display withdrawn, unforthcoming behaviour

The Role of the school:

The role of the school is to uphold its mission statement and the vision of this policy. In doing this the school shall:

Have a zero tolerance towards bullying and harassment Be constantly alert to bullying

Monitor and record incidents of bullying Ensure that the policy is updated regularly Ensure policy is available to all members of the community

Ensure that where necessary staff professional development includes training in dealing with bullying and anti-social behaviour

Ensure that parents are kept informed of anti-bullying arrangements.

Ensure that children are involved in anti-bullying procedures through assemblies, the curriculum, school council and displays.

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The Role of all Staff at St Marie's

The role of all at St Marie's is to ensure that the mission statement of the school and its Catholic values are upheld. We are all responsible for maintaining a policy of zero tolerance towards bullying and ensure that all members of our school community are fully aware of this and understand its meaning. Staff are to act as role models for pupils and endeavour to create an ethos and climate of consideration, tolerance and respect within the school.

They should create lines of communication and trust in which children are comfortable and secure in relating incidents of bullying.

Teachers should attempt to prevent bullying by using areas of the curriculum e.g. PSHE, RE and circle time to reinforce the values contained in our mission statement and present in our ethos.

Teaching assistants and support staff should be vigilant and report any suspected incidents of bullying to the class teacher as early as possible

Reporting Bullying

If bullying is suspected or reported:

All reports of bullying will be dealt with immediately and sensitively by the member of staff who has been approached.

A clear account of the incident will be recorded in the 'Blue Book'. This account will be given to the Head Teacher.

The Head Teacher will interview all concerned and will record the incident. Class teachers will be kept informed of all incidents.

Parents will be informed according to the nature/frequency of the bullying. For some incidents this may be done immediately.

The Head Teacher will also decide on the sanctions to be imposed by the school. The Head Teacher will when necessary liaise with the Governing Body and inform them of any bullying incidents.

In the case of a complaint regarding a staff member, this should be raised with the Head Teacher.

Pupils who have been bullied will be supported by:

Offering an immediate opportunity to discuss the experience with their Class teacher or member of staff of their choice.

Reassuring the pupil. Offering continuous support. Restoring self-esteem and confidence.

Pupils who have bullied will be helped by: Discussing what happened.

Discovering why the pupil became involved. Establishing the wrong doing and need to change.

Informing parents/guardians to help change the attitude of the pupil. The

following disciplinary steps will be taken:

Official warnings to cease offending.

Exclusion from certain areas of the school premises.

Exclusion from certain times of the school day. Minor

fixed-term exclusion.

Major fixed-term exclusion. Permanent exclusion.

Where cases remain unresolved and parents have reason to disagree with a decision taken by the Head Teacher, parents are entitled to appeal to the Governing Body and they will be referred to the Chair of Governors.

Parents

Parents must act as role models for their children in which they deal with others and their own attitudes towards issues such as gender, race, sexuality and physical difference

Parents who are concerned that their child might be being bullied, should bring this to the attention of their child's class teacher.

If they are not satisfied with the response, they should contact the Head Teacher. Parents have a responsibility to support the school's Anti-Bullying Policy by actively encouraging their child to be a positive member of the school.

Our school will not tolerate bullying in any form. Occasionally we are not aware of bullying but parents are. If your child has a concern, please let us know immediately so that we can deal with the matter.

Please note that children are told not to hit back but to report the matter so that a bigger incident does not develop. We hope parents will support us in this matter.

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