

St. Mary's Catholic Primary School Chiswick
"Living and learning, inspired by our faith"

BEHAVIOUR AND RELATIONSHIPS POLICY



Autumn 2025

DHR Sanku
→

Headteacher / Chair of Governors

Next Review Date: Autumn 2027

1. Rationale

1.1 We seek to create an environment that truly reflects the teaching of Christ, laying the foundations for a living faith, according to our Catholic tradition. We encourage an atmosphere in which each individual is treated with understanding and respect and is helped to develop his/her full potential and thus grow within a happy, disciplined and secure environment. We acknowledge the partnership that is needed between parents, staff and children for this policy to succeed.

2. Aims

2.1 It is our aim that each child should develop moral values and a code of behaviour based upon Christ's teaching and example. We believe that children should be treated fairly, consistently and with their individual needs accounted for, therefore being made to feel valued within the school.

2.2 All staff are involved in rewarding positive, and modifying undesirable behaviour to foster an environment conducive to good behaviour and high expectations. Staff will clearly communicate to the pupils that it is the behaviour that is unacceptable and continue to show respect to individuals.

2.3 We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

2.4 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

3. Legislation:

3.1 This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

3.2 In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Role and responsibilities

The Governing Body

4.1 The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation.

The headteacher

4.2 The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

4.3 Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Enabling pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

4.4 Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

4.5 Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are mid-phase arrivals or who have specific needs.

Classroom Procedures

- All members of staff are encouraged to adopt a positive approach to behaviour management.
- All classrooms should be a positive working environment in which everyone is treated equally and with respect.
- Children in KS2 (Year 3-6) will sign a pupil contract at the start of the academic year which will stipulate the behaviours expected of them. These contracts will also be shared with families so that they too are aware of the expectations.
- Children will be actively taught the school and class 'codes of conduct' and procedures at the start of every school year and through assemblies and teacher lead-class discussions.
- Individual teachers come up with their own class rules as appropriate to the age of the children they are teaching. The children are encouraged to contribute to the class rules.
- Rules will be displayed clearly in all classrooms.
- Expected behaviours must be explicitly explained or demonstrated.
- Praise should be given once a child demonstrates the expected behaviour.
- A range of strategies to encourage appropriate behaviour should be used, before sanctions are applied:
 1. Praising children who are behaving appropriately
 2. Moving next to the targeted child
 3. Making eye contact with the child
 4. Pausing/waiting for complicity
 5. Asking the child, a question

5. Rewards

- 5.1 Children will be taught that there are positive rewards for keeping school rules and that there will be consequences for breaking them. Rewards of all kinds are encouraged. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Children are praised and rewarded whenever possible in a variety of ways:

- The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. Children will be taught that there are positive consequences for keeping school rules and that there will be negative consequences for breaking them. Individual teachers reward children and praise good work and behaviour through; verbal praise, positive comments on work, celebration of good work through display.
- A Celebration Assembly is held every Friday and led by the Headteacher or a member of the Senior Leadership Team. This is a time where certificates and specific achievements are celebrated by the whole school. These cover a range of achievements both academic and pastoral.
- A Star of the Week certificate is awarded for attitude, behaviour, outstanding achievement or for following the school mission statement to a pupil in each class each week. Individual teachers keep a record of the pupils who are awarded, to ensure all children receive certificates and that they are not always receiving awards for the same reason.

Class Dojo

5.5 Class Dojo is a behaviour management tool for the classroom. School staff use Class Dojo as a platform to motivate pupils with behaviour and to communicate with parents about behaviour and achievements in school. Each student has a profile – complete with their own avatar – to which school staff can assign 'dojos' throughout a lesson or anytime during the school day. This information is then recorded on students' profiles so that it can be reviewed throughout the year. Parents also have log-ins so that they can view their child's achievements from home. There are many ways which children can earn Class dojos - following Catholic values, completing homework, helping others, having good manners, organisation, going above & beyond, working hard and being on task.

We encourage not only class teachers to award dojo points but also all staff in school, including teaching assistants, midday supervisors, admin staff. At the end of each term, the totals are announced, with the winning house choosing from a variety of rewards. Individual children who achieve 100 dojo points in a term are rewarded with an extra playtime.

5.6 A special Headteacher's Award can also be given for exemplary behaviour. This is awarded at the end of every term.

6. Behaviour Choices and Sanctions

Zones of Regulation

- 6.1 We use zones of regulation as a teaching tool throughout the school to help children to understand and regulate their behaviour and emotions. This helps to ensure that they are at optimum levels for learning. Throughout the day, children have the opportunity to identify which zone they are in and are given a toolkit to support them to self-regulate, if needed.
- 6.2 From the EYFS to Year 6, all staff use the same language when talking about behaviour. All staff talk about making right choices and wrong choices to ensure a consistent approach across the school and also to ensure we are addressing the behaviour choice a child makes.

- 6.3 Class teachers enforce sanctions for poor behaviour choices. These may include verbal warnings, time out, missing a playtime/part of playtime. For persistent or more serious offences, children will be sent to the Key Stage Leader for a restorative conversation and to spend sanction time with them. Parents will be informed. For the most serious behaviour offences, children will be sent to the headteacher for a restorative conversation and to spend sanction time with them. Parents will be informed.
- 6.4 The school will seek advice from the Behaviour Support Team if they have concerns regarding a child's behaviour, and try and seek support and advice when a child is at risk of exclusion.
- 6.5 Suspension or even exclusion from school is the ultimate sanction in the chain of disciplinary measures. These measures would be considered in serious cases such as extreme violence, major bullying or harassment incidents, severe destructive behaviour or a child swearing at or hitting a teacher. The headteacher will follow statutory guidance in these situations.
- 6.6 The initial decision to suspend a child can only be taken by the headteacher. The parents of the pupil are informed in writing of the suspension, its length and the reason for it. They are also told of their right to appeal to the Governors. The Chair of Governors and the LA (Local Authority) are also informed. All this is done on standardised documentation.
- 6.7 It is acknowledged by the school that some children may have particular emotional, social, medical or learning difficulties which may, on occasion, contribute to them displaying challenging behaviour. In such cases, the school aims to work with parents and other professionals to ascertain the problem, attempt to understand it, and put together targets for improvement and ways of achieving these targets. The SENCO/Headteacher and class teacher may do this during regular discussions. The Headteacher may also make a referral, with the parents & child's consent to the school's resident Play Therapist.
- 6.8 The SENCO may decide to inform outside agencies such as the educational psychologist or Behaviour Support Team. An Individual Education Plan can also be used to monitor behaviour closely each term.
- 6.9 In some instances, calling a network meeting, which is attended by multi-professionals can offer positive and practical support and guidance for the pupil, parents and school.

7 Bullying

7.1 The school will not tolerate bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Targeted and repeated, often over a period of time
- Difficult to defend against

Bullying is not limited to, but can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

- 7.2 Parents and carers are expected to make pupils aware of this fact and to understand that bullying may result in suspension or expulsion. Claimed ignorance of this will not be considered a valid excuse.
- 7.3 Bullying is behaviour that hurts someone else. Bullying includes a child (or children) indulging in name calling, hitting, pushing, spreading rumours, harassment, threatening or undermining another child (or children) during the school day on school premises.
- 7.4 The school will not involve itself in events that occur outside school premises, outside the school day or online ("cyber-bullying"), unless that matter comes into school.
- 7.5 Evidence of bullying will be dealt with by staff members in the manner that is in-line with the school's behaviour policy, escalating the matter as they see fit within the school, and to parents/carers when necessary.

8 Communication and Parental Partnership

- 8.1 We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.
- 8.2 Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of

unacceptable behaviour. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

- 8.3 Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the headteacher so that strategies can be discussed and agreed before more formal steps are required.

9 Pupil Transition

- 9.1 Inducting incoming pupils -
The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.
- 9.2 Preparing pupils for transition -
To ensure a seamless transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues is transferred to relevant staff at the start of the term or year.
- 9.3 For pupils who are transferring to Secondary School -
The school attends Borough Meetings for handover of Safeguarding and SEND information. We also complete repost as requested and liaise with schools where there is a specific pastoral or behaviour need, so that the transition for pupils is as smooth as possible.