



St Paschal Baylon
Catholic Primary School



Following In The Footsteps Of Christ

Positive Relationships and Wellbeing (Behaviour)

ST PASCHAL BAYLON CATHOLIC PRIMARY SCHOOL

Following in the Footsteps of Christ

We are a Catholic school where **Christ** is at the centre of all that we teach. We inspire our children to follow in his footsteps through a number of ways: loving, caring, respecting, achieving, forgiving, learning and inspiring.

We believe that all children have the right to learn in a safe, happy, nurturing environment and to have equal opportunities and access to our school environment and curriculum irrespective of gender, disability, race, sexual orientation, academic ability or social circumstance.

Safeguarding Duties

At St. Paschal Baylon Catholic Primary School, safeguarding our children is a priority. All staff are responsible for monitoring the behaviour of our pupils and considering whether any changes in behaviour or any misbehaviour gives us reason to suspect that the child is suffering from or is likely to suffer significant harm. If such suspicions exist, staff have a duty to follow the school's safeguarding policies and procedures.

Policy Formation and Consultation

We are committed to being a 'Rights Respecting School', therefore this policy has been revised by a team of pupils (July 2016) to ensure that it fulfils the obligation of all adults in the school (Duty Bearers) and pupils (Rights Holders) to ensure that the Convention on the Rights of the Child (CRC) is central (articles 12 & 42 – CRC) and that best interests of the child is always a priority (article 3 – CRC).

This strategy has been developed with the understanding that for it to succeed, we need to foster a partnership between pupils, staff, governors and parents of mutual respect in order to ensure that each member has a **positive school experience** each and every day (articles 5, 28 & 29 - CRC).

The strategy requires a commitment to a consistent approach, in order to ensure that expectations of acceptable social and learning behaviours are clear to the pupils, staff and parents. This will be achieved by promoting and recognising good behaviour through encouragement, praise and example, and through parent/ school communication.

We understand that all children come to school having been through a variety of different experiences in their lives and throughout their early years. All staff have had training on Attachment Friendly and Trauma Informed practice and recognise the value and importance of creating an environment where children feel safe and part of a welcoming and inclusive community in order for them to be able to learn. We recognise the importance of using a consistent approach with all children where positive relationships between staff and children are central. Staff are able to use Attachment Friendly and Trauma Informed Practice when supporting all children, including those with Attachment Disorder and Emotional Regulation difficulties, with developing their sense of self and developing their behaviour for learning.

We are an inclusive school and understand that some children have additional levels of need and different levels of understanding. Our main priority is to keep all children safe and happy within the school environment and this is done through our staff having a secure knowledge and understanding of the children in their care, building consistent relationships with all children. Our staff are trained to adapt their teaching and the way they implement this policy in relation to individual children with additional needs through various strategies such as the use of visuals, count downs, sensory and/or movement breaks and calm down strategies.

The **aim** of the implementation of this strategy is to foster mutual respect towards each other and towards the school environment, as well as a sense of pride at being a member of the St Paschal Baylon community: a community where children can work and play happily and safely (article 31 – CRC).

We want our children to leave this school having developed **confidence** and **respect** for themselves and for others. We want them to take with them the **positive attitudes** and **values** they will have shared at St Paschal Baylon Catholic Primary School, enabling them to be caring, confident, active and responsible citizens of the future.

Aims

- To create a safe, welcoming and nurturing environment that promotes 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 encourage increasing independence and **self-discipline** so that each child understands that they have rights, but are aware that every other child also has these rights.
- To have a consistent approach throughout the school.

We believe that the whole of the school community has a role to play in ensuring that we are successful in our aims in order that every pupil can realise their right to have an education that develops their personality, talents and abilities (article 29 – CRC) .

The following details the role of each group.

Pupils of St Paschal Baylon

- To follow instructions from all school staff and adhere to our school expectations and class charters whilst understanding that they are put in place for the safety and wellbeing of themselves and others.
- To show **respect** to school staff, fellow pupils, school property, own property and the school environment.
- To work to the best of their ability at all times and allow others to do the same.
- To act as **positive** ambassadors within the school when welcoming visitors, and off school premises when participating in activities, trips or visits.
- To adhere to the expected code of conduct as set out in the St Paschal Baylon Anti-Bullying Strategy.
- To be **polite** and display **good manners** throughout the school day to **everyone**.
- To adhere to school uniform policy in order to promote an environment of equality.

Staff responsibilities

- To develop and maintain a safe, consistent and calm learning environment for children and to foster positive, supportive relationships with children
- To establish and communicate clear measures to ensure **good order, respect** and **effective learning** through the development of a Class Charter developed with the children which promotes the expectations and values of the whole school community.
- To support children with developing the skills needed to understand and regulate their emotions and develop positive, respectful relationships with others through effective teaching of our RE, PSHE, RSHE and Safeguarding curriculum and to provide appropriate provision for children who need additional support in these areas
- To support, praise and, as appropriate, reward pupils' good behaviour in accordance with whole-school initiatives.

- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND, and the needs of vulnerable children, and offering support as appropriate
- To model good behaviour and respect.
- To take all reasonable measures to protect the **safety** (article 36 – CRC) and **wellbeing** of pupils, including preventing all forms of bullying, and dealing with reports and complaints of bullying in accordance with St Paschal Baylon Anti-Bullying Strategy.
- To ensure pupils feel **valued** members of the school community.
- When necessary, to keep parents informed of their child's relationships and learning within the school community (behaviour) in order to foster a **partnership** which identifies and encourages high expectations.

Parents

- To **respect** and **support** the school's expectations and class charters, anti-bullying policy and uniform policy as **partners** in their child's education, by helping to ensure that their child follows instructions given by school staff and that they adhere to school rules and sanctions, in the understanding that they are in place for the **happiness** and **wellbeing** of all members of the school community.
- To communicate with school any experiences or issues which they feel may have a negative impact on their child's emotional well-being and behaviour in school.

What we do to foster positive relationships and encourage good behaviour

We aim to encourage good relationships and learning by being consistent key adults whom pupils feel they can trust, creating a safe environment with a strong sense of belonging, praising pupils, setting positive examples and being good role models. Pupils are welcomed each morning into school and into class with a personal greeting. Staff ensure that pupils feel recognised and listened to as an individual in their own right and that they are a valued and important member of our school community.

Rewards

Staff use encouraging language both in lessons and around the school. Positive behaviour is recognised and rewarded. A more formal system of reward schemes run throughout the school. We recognise and congratulate pupils when they set a good example or show improvement in their behaviour.

Reward Schemes

- Certificates which recognise positive contributions given out at weekly awards assemblies.
- Various class based reward schemes such as star of the day, table of the week,
- Excellent work or behaviour being recognised by a visit to the Headteacher, Mr Flood or Deputy Headteacher, Miss Kavanagh. (use of Head Teacher / Deputy Head Teacher stickers)
- Standardised Key Stage reward schemes (marbles in KS2 and KS1; stars in EYFS).

All adults in the school follow the reward system. Therefore, marble or stars can be issued by any member of staff or adult acting in the role of '*adult in authority*' throughout the school day; within the school boundaries, or off site during a school trip/ visit.

Examples of good behaviour

- Being **polite** and **helpful** to adults, visitors and each other.
- Playing happily in the playground and being **kind** to each other.
- Looking after their own belongings and **respecting** the property of others.
- Walking around the school quietly and sensibly.
- Working well in class and helping others.
- Wearing school uniform, as stipulated in the uniform policy, correctly.
- Looking after school property; keeping classrooms tidy.
- Looking after our school environment e.g. picking up rubbish and disposing of it appropriately.
- Informing staff if they are concerned about cleanliness or condition of equipment e.g. toilets, bins, etc.
- Being a good friend.
- **Celebrating** the success of **others**.
- Following guidelines set out for the **health, safety** and **wellbeing** of themselves and others, including the guidelines regarding mobile phones and other technology.

Additional Strategies to encourage good behaviour and to support the well-being of all pupils

Anti-Bullying

This is a comprehensive strategy which has been devised, in conjunction with the pupils and staff of St Paschal Baylon, over a long period of time. The policy and initiatives are constantly reviewed and communicated to all members of the school community and to parents. There is a discrete Anti-Bullying policy given to parents annually, and copies can be accessed at certain points around the school.

The school has a comprehensive Safeguarding Curriculum which encompasses RE, RSHE, PSHE, Mental Health and Computing lessons. This curriculum covers many aspects of developing positive, respectful relationships with others and supporting children with developing the skills they need to look after their own safety and well-being as well as the safety and well-being of others. This curriculum begins in the Early Years and continues through to Year 6. It is a fundamental part of our whole school approach to fostering a safe, caring and respectful environment for all children.

Behaviour Meetings

Regular meetings are held between senior leaders and key members of staff to discuss the implementation of this policy to discuss any issues that may have arisen and create effective strategies to support staff and children with resolving these issues.

Senior Leaders will always act on any reports of serious incidences of behaviour including any accusations or incidences of bullying (on-line or in school), use of inappropriate language (racist, sexist, homophobic or otherwise offensive), sexual violence or harassment (on-line or in person) and each case will be dealt with individually and in accordance with guidelines. (see the school Child Protection / Safeguarding policy for more information.)

Staff Consultation and Support

After general school sanctions and rewards have been implemented, and where a pupil continues to display behaviour that is detrimental to their own wellbeing and learning, or which impacts on the health, wellbeing and rights of other children, senior staff will liaise with the member of staff. The purpose will be to make suggestions to modify the unwanted behaviour or to assist the pupil if general classroom practice is causing distress. Strategies recommended will adhere to current government guidelines and will be informed from current behaviour and SEND strategists. This will be discrete, with the child unaware of the intervention.

Wellbeing Questionnaires

Twice yearly, pupils will complete a questionnaire regarding their **happiness** and **well-being**. Negative responses will be followed up by the teacher, with advice and intervention from the leadership team or wellbeing Lead if deemed necessary. A summary of responses will be communicated to governors.

Each Year, during National Anti-Bullying Week, pupils will complete a questionnaire regarding their experiences regarding bullying. This will be followed up by the wellbeing Lead, with whole-school, year-group, class or individual strategies put in place if deemed necessary.

Addressing Adults within the school environment

All adults involved in teaching, learning and activities to be addressed using their chosen pronoun of 'Miss, Mrs or Mr' and their surname.

Sanctions

(Stage 1)

At the beginning of the year each class in EYFS, KS1 and KS2 formulate a class Charter (linked to the Convention on the Rights of the Child) that they will adhere to during the year. These are displayed in each classroom.

Whenever it is necessary for a verbal warning or sanction to be given, staff will always ensure they explain the reason why the behaviour has led to the warning or sanction and allow the child to understand how the behaviour may be negatively impacting on the learning and/or well-being of themselves or others.

Each class in KS1 and KS2 operates a green, amber, red '**Traffic Light**' system. This is a discrete, stepped system that allows children to know and understand when their choices are negatively affecting their own learning or that of others or are denying the rights of other children. The traffic light system and children's names are not displayed on the wall in class but the teacher keeps a discrete recording system on their desk which is shared with individual children as and when needed.

KS1 and KS2

- If a child exhibits unwanted behaviour, a verbal warning is given along with a clear explanation of why that behaviour is unwanted (i.e. it's impact on the child's own learning/ well-being or that of others around them)
- Continuation of unwanted behaviour triggers the start of the 'Traffic Light System'. This is as follows:
 - A verbal warning.
 - Continuation of unwanted behaviour – child placed on green.

- Further continuation of unwanted behaviour – child placed on amber and then red.
- If a child has already been placed on the Traffic Light system for unwanted behaviour throughout the day, further, unrelated incidences will also result in ‘climbing up’ the traffic lights.
- In the case of physical acts of aggression, or actions detrimental to their health or that of the health of others, a pupil will be immediately placed on ‘red’ and will be removed from the situation if a continuation of the unwanted behaviour appears likely, or if the pupil needs a period of time in which to ‘cool down’.
- If a child reaches red, they miss a play time (KS2 only - KS1 miss 5 minutes play) and parents will be informed.
- In KS2, incidences of being placed on ‘red’ may be recorded in order to identify any patterns or trends.

EYFS

Step-by-Step Process:

- Verbal warning and a reminder to make a better choice
- Green Card is given if behaviour continues
 - Child places a green card in a box
 - 5-minute time out is given
- Second verbal warning
- Yellow Card is given and further time out
- Third verbal warning
- Red Card is given
 - Red cards may be given immediately for physical behaviour
 - Parents are informed when a red card is issued

Each card is accompanied by time out, giving the child time to reflect and reset. This approach helps create a safe, positive, and respectful learning environment where children are encouraged to do their best and are supported in learning from their choices.

All adults in the school follow this sanction system. Therefore, traffic light cards can be issued by any member of staff or adult acting in the role of adult in authority throughout the school day; within the school boundaries, or off site during a school trip/ visit.

In the event of a child being regularly placed on the ‘Traffic Lights’, a **Monitoring Card** will be issued.

- This records behaviour through three symbols: a ‘*smiley*’ face (indicating good behaviour); a ‘*straight*’ face (indicating behaviour which is acceptable

but not to the high level of expectation of St Paschal Baylon), and a 'sad' face which indicates unwanted behaviour has been present.

- It is hoped that this will encourage good behaviour as, in trials within the school, children have shown an eagerness to receive only 'smiley' faces on the card. This is in keeping with the school ethos of praising and encouraging good behaviour.
- There are two cards: one for breaks and lunch times, and one for classroom sessions. One or both may be issued, depending on the *trigger* area/s of the unwanted behaviour.

In the unlikely event of a pupil (KS2 only) continuing to behave in an unacceptable manner then they will be issued with a formal **Report Card**.

- The class teacher is responsible for placing a pupil on a Report Card, but this must be in agreement with a member of the Senior Leadership Team.
- Parents will be informed of this action either at the end of the school day, in a phone call, or in a letter sent home.
- If the card is signed on five occasions then parents will be invited into school for further discussion.
- In some cases an individual behaviour programme (IBP) may be set up and parents will be asked to work with school to support their child towards a more positive behaviour.

A report card will not be issued in EYFS/KS1, instead the class teacher will enter into continuous dialogue with the parent/ carer, in conjunction with a senior teacher, until the matter has been resolved.

Although the school will endeavour to address unacceptable behaviour following Stage 1 procedures and sanctions, in rare circumstances, if the safety of staff and children is compromised, Stage 2 of the procedures will be triggered.

Sanctions (Stage 2)

- Continued, unacceptable behaviour will be recorded by the class teacher.
- Support agencies will be contacted by the school, requesting advice and guidance.
- The school will hold regular review meetings with the parent/ carers.
- If all avenues of the school ***Positive Relationships and Wellbeing Policy*** have been implemented and the well-being and safety of children and staff becomes a concern, the Governors of the school will inform the parent/ carer that a short-term exclusion will be issued.

- If, after a period of short-term exclusion, the unacceptable behaviour continues, the Governors will seek permanent exclusion.
- Parents/ carers will have the right to appeal following Local Authority (LA) guidelines.

These are a guideline only, as the school will consider: age; specific needs; conditions, or disabilities when applying sanctions.

Confiscation of Inappropriate Items

In accordance with government guidelines, members of staff are permitted to confiscate or retain a pupil's property if: the staff member deems it to be a danger to the child/other children; it is not permitted because the item has shown to cause disruption to learning or the harmony and enjoyment of school life to pupils, or if a member of staff deems the item to be of an explicit nature, not appropriate to the age of the child. In most incidences, the parent will be asked to meet with the class teacher to discuss the reason for confiscation. In certain instances, where the health, safety and well-being of the child is cause for concern, the school will seek guidance from external agencies.

Mobile phones and technological items

Mobile phones (and other photography or recording enabled items) are not permitted in school and will be confiscated. As mobile phones (and other items as mentioned previously) have safeguarding implications, and pupils are aware that they are a prohibited item, parents will be informed and the pupil will be placed on 'red' on the school sanction system. Staff may access the item and delete any images (with consent from the Senior Leadership Team) that may compromise the safety and wellbeing of pupils and staff, in accordance with government legislation.

The school is aware that some older pupils travel to school without an adult – and as such, parents/ carers prefer their child to carry a mobile phone for communication purposes. If this is the case, mobile phones must be placed in the designated area under the supervision of the class teacher and collected at the end of the school day: the pupil will be required to 'sign' their phone both in and out.

The above also applies to off-site visits and trips.

Power to Use Reasonable Force

Staff will always promote the resolution of any challenging physical behaviour without the use of physical contact. However, there may be some occasions where the safety of the child, other children or staff is at risk and the use of reasonable force is required to prevent harm.

The school will act in accordance with government and Department for Education guidelines which state that all members of our school staff (and adults whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on organised visits) have a legal right to use reasonable force to control or restrain a pupil in order to prevent a child hurting themselves or others, or from damaging property or causing disorder. Reasonable force may be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction;
- prevent a pupil behaving in a way that disrupts a school event, trip or visit;
- prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the wellbeing of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground, or
- restrain a pupil at risk of harming themselves through physical outbursts.

Therefore, ***reasonable force*** can range from guiding a pupil by the arm, to physically holding a child to bring them under control. However, school staff and adults working temporarily with our children will always try to avoid acting in a way that might cause injury, although the *Department for Education* guidance does state that in extreme cases, it may not always be possible to avoid this.

Staff should always consider, and make reasonable adjustments, for disabled children and children with specific or special educational needs.

School staff are aware that all behaviour is communication and that some children, particularly those affected by previous trauma, will find it hard to regulate their emotions and behaviours when experiencing a trigger (known or unknown to the child) and will demonstrate empathy, recognition and understanding of the emotions the child is experiencing. Appropriate steps will be taken to ensure the child's safety and the safety of those around them and time, space and support given to the child at a point when they are ready.

If a child has had to be controlled or restrained, parents may be asked to come into the school to discuss the behaviour and the level of restraint that was used by the

staff member. The incident will be recorded by the member of staff using the restraint or, in the event of control or restraint being used by a temporary adult in the school, by the staff member in charge of the trip, visit or activity.

Pupil Conduct Outside the School

The staff have a statutory power to discipline pupils for misbehaving outside of school premises. This will be at the Headteacher's discretion, and will apply to incidences or events that have happened off school premises that: have an impact on pupil learning and wellbeing within the school; which results in other children being denied their rights under the Convention on the Rights of the Child, or incidences which could adversely affect the reputation of our school.

Accusations Against Staff

Allegations of abuse made against staff will be dealt with quickly, in a fair and consistent way that provides effective protection for the child and supports the adult/staff member who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. In accordance with government guidance, suspension will not be used as an automatic response when an allegation has been reported, although this may be considered as an option, at the discretion of the head teacher and governors of the school.

Where pupils have made malicious accusations against school staff which have proven to be unfounded, all levels of sanctions (as stated previously) may be used and relevant agencies may be informed. As always with our sanctions policy, a child's specific or special needs will be considered.

School Uniform

The Headteacher, staff and governors firmly believe that adherence to the school uniform policy engenders team spirit, as well as a climate of belonging and equality. We want the children to feel proud to wear the uniform of St Paschal Baylon and feel that in doing so, children will be aware of the responsibilities of being part of a special community. With this in mind, we felt that uniform is an **essential** part of our behaviour policy.

Our uniform plays a valuable part in contributing to the ethos of the school and setting the appropriate tone.

Please refer to the separate Uniform Policy for detailed guidance

(Reviewed April 2026)