St Vincent's Catholic Primary School

Relationship and Behaviour Policy

Document Control	
Title	Relationship and Behaviour Policy
Policy Approval	October 2026
Policy Review	October 2027

Let your light shine

Be Passionate about Learning

Be Kind

Be Respectful

Make a Difference

Our Mission Statement
"Let your light shine"
Jesus said "I am the light of world whoever follows me will have the light of life."

Our Values
We are passionate about learning
We are kind
We are respectful
We make a difference

Behaviour and Relationships Policy

St Vincent's Catholic Primary School

Our Behaviour and Relationship Principles

At St Vincent's Catholic Primary School, our behaviour expectations are grounded in the teachings of Jesus Christ, particularly the Beatitudes, and in the principles of the United Nations Convention on the Rights of the Child (UNCRC).
We believe that every child is created in the image and likeness of God and deserves to be treated with dignity, respect, compassion and love. Our mission is to nurture children who live

out Gospel values in their daily lives and who understand both their rights and responsibilities as members of a caring school community and wider society.
We are committed to creating a culture in which all children feel safe, valued and supported to achieve their full potential academically, socially, emotionally and spiritually.

The purpose of this policy is to:

- Promote positive relationships throughout the school community.
- Create an environment where learning can flourish.
- Teach and model positive behaviour.
- Support children to develop self-regulation and responsibility.
- Ensure consistency in expectations and responses.
- Promote children's rights, wellbeing and inclusion.
- Support staff, pupils and families to work together positively.

Our Rules Are Based on These Principles

- Teachers have the right to teach.
- Children have the right to learn.
- All children can behave well and make positive choices.
- Behaviour expectations apply in all settings, including classrooms, playgrounds, school clubs, educational visits, sporting events and journeys to and from school.
- Consistency is key; children need clear, fair and loving boundaries in order to feel secure and flourish.

Inspired by the Beatitudes

We teach and model behaviours that reflect Jesus' words in the Beatitudes:
Blessed are the peacemakers
We resolve conflicts peacefully and forgive others.
Blessed are the merciful
We show kindness, compassion and understanding.
Blessed are those who hunger and thirst for righteousness
We strive to do what is right and just.
Blessed are the pure in heart
We act honestly and take responsibility for our choices.
Blessed are the meek
We listen respectfully and value the contributions of others.

UNICEF Rights Respecting Principles

As a UNICEF Rights Respecting Gold Award School, we uphold the following rights:

Article 28
Every child has the right to an education.
Article 12
Every child has the right to be heard.

Article 19
Every child has the right to be protected from harm.

Article 29
Education must develop every child's personality, talents and abilities.

Article 31
Every child has the right to relax, play and take part in cultural and recreational activities.

Equality, Inclusion and Safeguarding

This policy aligns with the school's safeguarding, inclusion and equality duties, including those contained within the Equality Act 2010.

We recognise that behaviour is a form of communication and that some children may require additional support in order to meet behaviour expectations.

When implementing this policy, staff will:

- Consider individual circumstances, age and developmental stage.
- Make reasonable adjustments for pupils with disabilities and SEND.
- Consider whether behaviour may be linked to safeguarding concerns, trauma, bereavement, adverse childhood experiences, mental health difficulties or communication needs.
- Avoid approaches that unfairly disadvantage vulnerable pupils.
- Maintain high expectations whilst providing appropriate support.
- Work collaboratively with families and external agencies.

Staff will remain vigilant to behaviours that may indicate:

- Child-on-child abuse.
- Bullying.
- Sexual harassment or sexual violence.
- Online abuse.
- Discrimination.
- Exploitation.
- Radicalisation.
- Emotional or mental health concerns.

Any safeguarding concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy.

What We Expect of Our Children

Children are expected to follow our mission and values:

Be Kind

Be Respectful

Be Passionate About Learning

Make a Difference

Children are expected to:

- Be polite and respectful to adults, visitors and peers.
- Listen attentively.
- Consider the feelings of others.
- Be forgiving.
- Walk calmly around school.
- Take pride in their learning.
- Try their best.
- Wait their turn to speak.
- Value the contributions of others.
- Work and play cooperatively.
- Build positive friendships.
- Tell the truth.
- Take responsibility for their actions.
- Accept solutions and consequences.
- Be Defenders, not Bystanders.
- Seek help when needed.
- Say sorry when they have caused hurt or upset.
- Care for the school environment.
- Represent the school positively both inside and outside school.

Pupil Voice

In keeping with UNCRC Article 12, pupils are encouraged to contribute to the development and review of behaviour expectations.

Children's views may be gathered through:

- School Council
- Pupil questionnaires
- Circle Time

- Pupil leadership opportunities
- Class discussions
- Restorative conversations

We believe children are more likely to follow behaviour expectations when they feel listened to, respected and involved.

What Children Can Expect of Staff

- Children can expect all staff to:
- Explain behaviour expectations clearly.
- Teach and model Gospel values.
- Promote kindness, forgiveness and respect.
- Provide a calm and orderly learning environment.
- Be well prepared and engaging.
- Treat everyone with dignity and respect.
- Plan effectively for all learners.
- Provide adaptive teaching and reasonable adjustments where necessary.
- Set fair and consistent boundaries.
- Maintain positive relationships with families.
- Promote safeguarding and anti-bullying messages.
- Help children learn from mistakes through restorative approaches.

The Role of the Headteacher and Senior Leadership Team

- The Headteacher and Senior Leadership Team will:
- Celebrate success and achievement.
- Encourage positive praise and recognition.
- Ensure staff training needs are met.
- Promote restorative practice and emotion coaching.
- Be visible around school.
- Model Gospel values.
- Promote inclusion and belonging.
- Support staff to manage behaviour effectively.
- Monitor behaviour, attendance, suspensions and exclusions.
- Identify trends and groups requiring additional support.
- Evaluate the effectiveness of behaviour interventions.
- Ensure behaviour systems are implemented consistently.
- Ensure any suspension or exclusion follows statutory guidance.

All Adults at St Vincent's Catholic Primary

- To be consistent and fair, treating children with dignity and respect.
- To redirect behaviour by referring to the school mission, values, and Gospel values.
- To act calmly and confidently in all situations.
- To have high expectations and highlight positive behaviour.
- To listen to children's views (UNCRC Article 12) and make time for restorative conversations.
- To speak politely
- To trust children, avoid labels, and care for them equally.
- To supervise playgrounds effectively and promote cooperative play (UNCRC Article 31).
- To see each day as a fresh start, modelling forgiveness.
- To always promote an anti-bullying message and report concerns promptly.

What We Expect of Parents/Carers

- To support the behaviour policy and ethos rooted in Gospel values and children's rights.
- To help children understand the standards of behaviour expected at school.
- To report concerns to school staff and not intervene directly with other parents or children.
- To support peaceful conflict resolution and avoid encouraging retaliation.
- To ensure children follow school rules during visits, trips, and events.
- To communicate with teachers promptly if concerns arise.
- To encourage resilience and proportionate responses to challenges.
- To reward positive behaviour and reinforce school values at home.
- To see each day as a fresh start, modelling forgiveness.
- To work in partnership with school and promote respect and kindness.

Statutory Guidance and Recommended Resources

Our behaviour policy is informed by statutory guidance and best practice resources published by the Department for Education and other authoritative bodies. These include:

- **Education and Inspections Act 2006** – Legal requirement for schools to have a written behaviour policy.
- **Behaviour in Schools: Advice for Headteachers and School Staff (DfE, Feb 2024)** – Whole-school approach to behaviour, including behaviour curriculum and graduated responses.
- **Behaviour and Discipline in Schools: Statutory Guidance for Governing Bodies** – Roles and responsibilities for shaping and monitoring behaviour policy.
- **Suspension and Permanent Exclusion Guidance (DfE, Aug 2024)** – Ensuring exclusions are lawful, proportionate, and used only as a last resort.
- **Use of Reasonable Force Guidance (DfE, Jan 2025)** – Staff powers and new statutory duty to record and report significant incidents from September 2025.

- **Searching, Screening and Confiscation Guidance** – Legal powers and safeguarding considerations.
- **Keeping Children Safe in Education (KCSIE)** – Statutory safeguarding duties.
- **Working Together to Improve School Attendance (DfE, Aug 2024)** – Whole-school approach to attendance.
- **Mental Health and Behaviour in Schools** and **Promoting Emotional Health and Wellbeing** – Guidance on supporting pupils' mental health and resilience.
- **SEND Code of Practice (0–25 years)** – Inclusive practice and reasonable adjustments.
- **Anti-Bullying Guidance** and **Respectful School Communities Tool** – Promoting respect and tackling bullying.
- **Creating a Culture: Tom Bennett Review** – Evidence-based strategies for behaviour culture.
- **EEF Behaviour Interventions** and **Behaviour Hubs Case Studies** – Research and practical examples.

Our policy reflects these statutory duties and best practice by:
- Setting clear expectations for behaviour in all contexts.
- Providing a relational, restorative approach to managing behaviour.
- Ensuring reasonable adjustments for pupils with SEND.
- Recording and reporting serious incidents, including use of reasonable force.
- Promoting mental health and wellbeing alongside behaviour management.
- Working in partnership with parents and carers.
- Embedding safeguarding and rights-respecting principles throughout.

Bullying

St Vincent's Catholic Primary School does not tolerate bullying.

Bullying may include:

- Physical bullying
- Verbal bullying
- Emotional bullying
- Social bullying
- Prejudice-related bullying
- Online or cyberbullying

All allegations of bullying will be taken seriously, investigated promptly and managed in accordance with the Anti-Bullying Policy.

We actively encourage pupils to be Defenders rather than Bystanders and to report concerns to a trusted adult.

Attendance and Behaviour

Good attendance and positive behaviour are closely linked.

The school promotes excellent attendance and punctuality because regular attendance supports:

- Learning
- Wellbeing
- Friendships
- Positive relationships
- Emotional security

Attendance concerns will be managed in accordance with the Attendance Policy and may form part of pastoral support planning where appropriate.

'Stay on Green' Whole School Behaviour Programme

At St Vincent's Catholic Primary School we use the Stay on Green programme to support the day-to-day management of behaviour through a relational, restorative and emotionally supportive approach.

The system supports our values:

Be Kind, Be Respectful, Be Passionate About Learning, Make a Difference

- The principles behind the system are:
- All children can make positive choices.
- Positive behaviour is explicitly taught.
- Positive behaviour is recognised and celebrated.
- Relationships are central.
- Staff use restorative and emotion-coaching approaches.
- A consistent approach is applied across the school.

The System Allows For:

- A consistent approach across the school.
- An individual reward system linked to school values.
- Least intrusive approaches used to manage behaviour.
- Teaching of specific behaviours, routines, and emotional regulation.

How It Works

Overview

- All children have an opportunity to be noticed following the school values and sit on the values bench at assembly. They will have a heart explaining what they have done in a colour that corresponds with a value. These will be called out at assembly, and the

heart will be added to the values tree. Each child gets a values bookmark in recognition of this achievement.

- All pupils have a 'pocket' with their name on in their classroom. All pupils start with a green card in their pocket.
- Positive choices → Bronze, Silver, Gold cards.
- Negative choices → addressed through Chance, Choice, Consequence. These are not displayed on the wall. Records are kept by the teacher.
- Every stage involves restorative conversations and emotion coaching.

Rewards

The following colours are positive reinforcement:

- **Green:** Children who stay on green are demonstrating our school rules, values, and mission.
- **Bronze:** When a child is rewarded a bronze, they are told which school value they have demonstrated. The bronze is displayed next to their name for the rest of the day.
- **Silver:** Children receive a silver certificate from the class teacher to be sent home. The certificate explains the reason and the school value demonstrated so positive reinforcement can continue at home.
- **Gold:** Children receive a gold certificate from a member of the Senior Leadership Team to be sent home. The certificate explains the reason and the school value demonstrated so positive reinforcement can continue at home.

Negative Behaviour – Chance, Choice, Consequence

Teachers use least intrusive skills, restorative conversations, and emotion coaching to redirect behaviour. The system is a teaching tool aimed to help children reflect and make better choices.

Chance

- A reminder by the teacher of our school values and expectations.
- Opportunity for the child to get back on track without disruption.
- Example: *"Remember our value of respect—how can you show that now?"*

Choice

If behaviour continues, the child is offered structured options to empower them. These may involve a 'change of place', a 'change of face' and when possible, a 'walk and talk' to coregulate:

- Examples:
    - "Would you like to work at this table at the side or on this group table?"
    - "Would you like to sit on a chair or move to the carpet?"
    - "Would you like to complete activity A or activity B?"
    - Do you need to take some time in our quiet area to regulate and then join us again?

Choices should still create boundaries for the children as the member of staff will come up with the choices.

6. Consequences

When a child does not demonstrate good behaviour or positive relationships in line with the school's Code of Conduct, a graduated approach to support and intervention will be used. The aim of all consequences is to help the child reflect, repair, and re-engage positively with learning and peers.

Additional Strategies

Where behaviour does not improve through normal classroom and school expectations, a personalised programme may be implemented. This may include one or more of the following:

- Engagement of parents/carers
- Individual behaviour plans
- Personal behaviour contracts
- Pastoral plans
- Nurture provision
- Break-time rota of adult-led activities
- Lunchtime rota of adult-led activities
- Support from staff member outside the classroom
- Support from the educational psychologist
- Engagement with other agencies where appropriate
- These strategies are designed to provide targeted support and address the underlying causes of behaviour.

If Behaviour Persists or Is Severe

- If behaviour continues to be of concern, or if an incident is significant:
- A member of staff will make a phone call home to involve parents/carers in a supportive and restorative discussion with the child.
- Depending on the situation or severity, a member of the Senior Leadership Team (SLT) may become involved.
- All consequences will include a restorative conversation and emotion coaching, supporting the child to understand the impact of their behaviour and make positive changes.
- A phone call home is always viewed as an opportunity to work collaboratively with parents and to support repair and improvement.

Ongoing Concerns

- If recurrent negative behaviour persists:
- A child may be placed on a pastoral plan. Staff will work closely with parents/carers to implement strategies and monitor progress.
- Where appropriate, outside agencies may be involved to provide additional expertise and support.
- If, after an agreed period of time, additional strategies do not lead to improvement, a child may be added to the SEND Register under Social, Emotional and Mental Health (SEMH). This allows the school to seek and coordinate further specialist support

Progression through the policy

Rewards are not progressive; a child can move from green to silver or gold for extraordinary behaviour above and beyond what is normally expected. The expectation is that children will remain on green. Behaviour that merits Bronze, Silver, or Gold should be exceptional.
This principle also applies to negative behaviour. A child can receive an immediate consequence for behaviour that is not accepted at school (e.g., swearing, fighting, physical aggression, damaging property). This is judged at the teacher's discretion and may involve consultation with senior leadership. Consideration is made for children with additional needs.

As a school, our aim is to coach children through these situations to help them improve their behaviour in the future. Zones of Regulation displays and resources can be found in every classroom and can be used to support the child in recognising and managing their emotions.

Restorative Conversations and Emotion Coaching

- Used at every stage of the process.
- Appendix includes scripts and resources for staff to guide these conversations.

Leadership Team Involvement

- SLT monitors behaviour patterns and supports staff and pupils.
- Pastoral support plans may be introduced for pupils needing additional help.
- Serious incidents may involve immediate SLT intervention.

Lunch time

Staff supervising lunch time will also use the '**Stay on Green'** system and will consciously reward behaviours in line with our school mission and values.

Additional Needs and Reasonable Adjustments

The school recognises that some pupils experience barriers to behaviour regulation, communication, learning or social interaction.

Where appropriate, reasonable adjustments may be made for pupils with:

- SEND
- SEMH needs
- Medical needs
- Communication difficulties
- Sensory needs
- Other vulnerabilities

Adjustments may include:

- Adapted behaviour support.
- Additional adult support.

- Sensory adjustments.
- Regulation strategies.
- Safe spaces.
- Individual plans.
- Alternative communication approaches.

Reasonable adjustments do not remove expectations for positive behaviour. They help pupils access learning and demonstrate success.

Your first point of contact is your child's class teacher who will work with you and your child, to resolve any concerns. If you continue to have concerns, please make an appointment to discuss the matter with the SENDCo/ Deputy Headteacher or the Headteacher.

Pastoral Action Plans

A Pastoral Action Plan may be introduced where a child's behaviour, emotional wellbeing or relationships require additional support.

The plan will be developed collaboratively with:

- The child
- Parents/carers
- Class teacher
- SENDCo
- Senior leaders

The plan will identify strengths, targets, agreed strategies and review dates.

When a child's behaviour, mood or relationships become such that further action is necessary then a Pastoral Action Plan may be introduced. The class teacher will seek advice from the Special Educational Needs Co-ordinator/ Deputy Headteacher and/or the Headteacher. It is at this point that a Pastoral Action Plan will be agreed with parents/carers, in accordance with the school's Special Educational Needs Policy. The Special Educational Needs Policy is available on the school website.

Stages towards an Individual Pastoral Action Plan are as detailed below:

1. The class teacher and child talk through the difficulties. The child must always feel that events of the previous day are in the past and that each day is a fresh start.
2. If there is no improvement, the class teacher informs the parents and the Headteacher / Deputy Headteacher about areas of concern.
3. The Headteacher/ Deputy Headteacher will discuss the concerns with the child's parents.
4. A Pastoral Action Plan will be agreed with the child, parents/carers and school which will be reviewed at regular intervals.
5. If progress is limited, outside agencies may be contacted, with parental consent.
6. Strategies suggested by the outside agencies can then be put into practice.
7. If concerns are not resolved by these interventions, the type and style of educational provision may have to be reviewed.

8. At any stage, if considered necessary by the Headteacher, a child may be excluded. Normally, in the first instance, a fixed period of exclusion of up to 5 days will be imposed. However, the Headteacher retains the discretion to permanently exclude the child.
9. In the event of exclusion, whether fixed or permanent, the Governing Body will be involved.
10. An appeals procedure is available to parents should they choose to use it.

Suspensions and Permanent Exclusion

The school views suspension and permanent exclusion as sanctions of last resort.

Before considering suspension or exclusion, the school will seek wherever possible to implement:

- Early intervention.
- Pastoral support.
- Reasonable adjustments.
- Multi-agency support.
- Parent partnership working.
- Alternative strategies and interventions.

Where a suspension or permanent exclusion is necessary, it will be carried out in accordance with current Department for Education guidance and statutory requirements.

The Governing Body will fulfil its statutory responsibilities.

Parents/carers will be informed of their rights and any available appeals procedures.

Monitoring and Review

The Senior Leadership Team and Governing Body will monitor the implementation and effectiveness of this policy.

The school will regularly review:

- Behaviour incidents
- Attendance information
- Safeguarding information
- Bullying incidents
- Suspensions
- Exclusions
- Pupil, parent and staff voice

This policy will be reviewed annually, or sooner if required by changes in legislation, guidance or school practice.

Commitment to Relationships and Restoration

At St Vincent's Catholic Primary School, we believe that positive relationships are at the heart of outstanding behaviour.

Our approach is rooted in the teachings of Jesus Christ, restorative practice, children's rights and our commitment to seeing the best in every child.

Through our school mission to **Be Kind, Be Respectful, Be Passionate About Learning and Make a Difference**, we strive to create a community where every child feels safe, valued, respected and able to flourish.

General Behaviour/ Appearance/ School Uniform

Children should wear the school uniform outlined in the school uniform policy on the website. Some adaptations may be made for children with special educational needs.

Shoes
Shoes should be sensible and appropriate for young growing feet (no heels, boots or 'ballerina' style) and should be black.

Hair
Long hair should be tied back for safety and hygiene reasons. Hair accessories should be plain and simple. Extreme hairstyles e.g. shaved/semi-shaved or containing sharp lines, pattern or colour are not permitted. We encourage natural hairstyles during the school day, and the use of hair gel is not allowed.

Nails
Nails should be kept short and clean to prevent accidents and maintain hygiene. Nail varnish is not allowed.

Jewellery
Jewellery (other than stud earrings) should not be worn at any time. Please note, earrings should be removed for PE lessons and swimming.

Personal Belongings
No valuable items, toys or electronic gadgets should be brought into school to avoid accidents or confusion over ownership.

Appendix 1: Restorative Conversation Scripts

Purpose: To help children reflect on their behaviour, understand its impact, and repair relationships.

Script Prompts:

1. *What happened?*
2. *What were you thinking and feeling at the time?*
3. *Who has been affected by what you did?*
4. *How do you think they felt?*
5. *What can you do to make things right?*
6. *What will you do differently next time?*

Appendix 2: Emotion Coaching Prompts

Purpose: To help children recognise and regulate emotions.

Steps:

1. **Notice and Name the Emotion:**
    a. "I can see you're feeling frustrated."
2. **Validate the Feeling:**
    a. "It's okay to feel angry, but it's not okay to hurt others."
3. **Set Limits:**
    a. "We need to keep everyone safe."
4. **Problem-Solve Together:**
    a. "What could you do instead next time?"

Appendix 3: Zones of Regulation Guidance

- **Blue Zone:** Sad, tired, bored → Strategies: quiet space, breathing, positive talk.
- **Green Zone:** Calm, ready to learn → Praise and reinforce.
- **Yellow Zone:** Frustrated, worried, silly → Strategies: movement break, sensory tools.
- **Red Zone:** Angry, out of control → Strategies: calm corner, co-regulation with adult.

Monitoring of the policy

The Senior Leadership Team will monitor behaviour across the school. The policy will be reviewed every two years.

Name: Date: Time: Location:

Reflection Sheet

1. What happened? (Write or draw)

2. How were you feeling? (Circle your zone)

Blue - Sad, tired, bored
Green - calm, ready to learn
Yellow - frustrated, worried, silly
Red - Angry, out of control

3. Who was affected and how?

4. What school value was not shown? (Circle)

Be Kind
Be Respectful
Be Passionate About Learning
Make a Difference

5. What could you do differently next time?

6. My plan for improvement: (one positive action)