



St Gabriel's Catholic Primary and Pre-School

Behaviour and Relationships Policy

September 2025

Mission Statement

'Nurturing Hearts and Minds'

God's love is at the heart of all that we do at St Gabriel's Catholic Primary School.

Hearts and Minds are nurtured in a stimulating and safe environment. We believe that every child is unique and we nurture each child through a creative and rounded curriculum to reach their full potential. Talents are celebrated and differences are respected within a strong, supportive Catholic community.

At St Gabriel's, children learn to love, respect and care for each other and God's entire world. Our school is a place where children are filled with a love of life and learning.

As a school, we are aware of our duties under the Equality Act 2010, and we take account of pupils' race, religion and culture, and of pupils with SEN, a disability and the circumstances of other vulnerable pupils. We aim for this policy to work for the majority of pupils, however on occasion, we understand that adaptations may need to be made depending on circumstance.

Links

[SEND Policy](#)

[Supporting pupils with medical conditions policy](#)

[Safeguarding policy](#)

[Antibullying policy](#)

[Attendance policy](#)

[KCSIE](#)

[Catholic Pupil Profile](#)

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1. Introduction

St. Gabriel's Catholic Primary School believes that that each member of our community should be treated with equal respect and given equal opportunities regardless of race, gender, identity, age, sexuality, religion or disability. They have the right to feel secure and happy, and share the responsibility to make sure that these are the experiences of all members of our community.

Our behaviour policy will:

- create a secure and nurturing environment that promotes human dignity and a respect for everyone at all times;
- ensure that all children feel happy and safe in school;
- encourage staff to work and children to learn, play and co-operate in an atmosphere of mutual respect and courtesy;
- encourage the children to be aware of their responsibilities;
- enable the children and staff to have a high level of personal self-esteem;
- enable the children to understand and accept the consequence of their actions;
- reinforce positive behaviour and give children responsibility;
- encourage children to take a pride in themselves, their uniform and their school;
- recognise the effort and attainment of all children whilst also valuing their diversity both in academic and non-academic achievements.

To achieve this, St. Gabriel's Catholic Primary School's behaviour policy has the following features:

- A clear and consistent approach that everyone understands and is shared with all stakeholders in an appropriate format;
- A graduated response to behaviour which includes:
 - Rewards for appropriate behaviour;
 - A system for resolving poor behaviour choices;
 - Increased support for those who have difficulty with their behaviour, particularly those identified as having SEMH;

St. Gabriel's Catholic Primary School is a Catholic school where the mission of our family is built around our Gospel values of Love, Faith and Service to others and is intended to support our children as they grow to develop the virtues of our Catholic Pupil profile, so that they become the person that God meant them to be.

As a Catholic school, our approach to behaviour management must never conflict with the teachings of Jesus. Our behaviour management should provide a well-disciplined Christian environment with rules which are meaningful and relevant so that all our children become the person God meant them to be.

The impact of our policies and practices should be reviewed regularly to make sure we are doing all we can to promote good behaviour from all who are part of our St. Gabriel's family.

The advice, support and training of appropriate services will be engaged as required to ensure that appropriate provision is available for all.

2. Aims

2.1 This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2.2 It is the aim of St. Gabriel's Catholic Primary School that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all based upon the guiding principles of our mission statement. This policy is 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 in which everyone feels, happy, safe and secure and to develop self-confident, caring children who value themselves and others and take responsibility for their own learning through their attitude to work.

2.3 Our policy, which is based on Gospel Values, is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Whilst other values may be found within the four Gospels and New Testament, it is the Beatitudes which depict the countenance of Jesus Christ and portray his charity.

The Beatitudes also reveal the goal of human existence, the ultimate end of human acts and as such are the objective 'values' given by Christ himself.

Blessed are the poor in spirit, for theirs is the Kingdom of Heaven.

Faithfulness and Integrity

Blessed are those who mourn, for they shall be comforted.

Dignity and Compassion

Blessed are those who hunger and thirst for righteousness, for they shall be satisfied.

Truth and Justice

Blessed are the merciful, for they shall obtain mercy

Forgiveness and Mercy

Blessed are the pure in heart, for they will see God

Purity and Holiness

Blessed are the peacemakers, for they shall be called children of God

Tolerance and Peace

Rooted in the teachings of Christ, these Gospel values should constitute the targets and outcomes of every Catholic school

The behaviour for learning policy is underpinned by the St. Gabriel's Catholic Primary School's mission headline: **"Nurturing Hearts and Minds"** and reinforced through the full Mission Statement:

God's love is at the heart of all that we do at St Gabriel's Catholic Primary School.

Hearts and Minds are nurtured in a stimulating and safe environment. We believe that every child is unique and we nurture each child through a creative and rounded curriculum to reach their full potential. Talents are celebrated and differences are respected within a strong, supportive Catholic community.

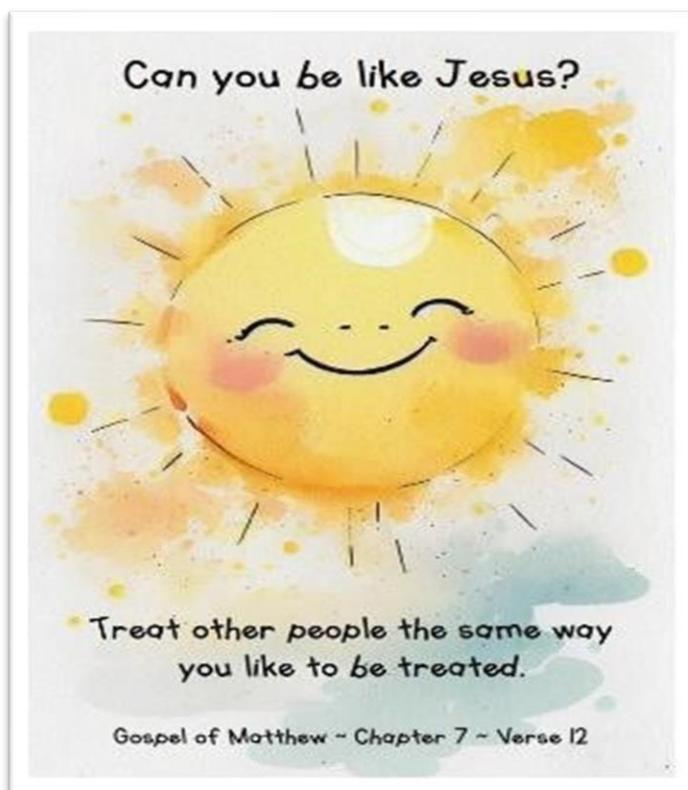
At St Gabriel's, children learn to love, respect and care for each other and God's entire world. Our school is a place where children are filled with a love of life and learning.

Rationale

"The Catholic School loses its purpose without constant reference to the Gospel. It derives its necessary energy for all its educational work from Christ." (The Catholic School).

- 2.5 All behaviours exhibited by staff and children in St. Gabriel's Catholic Primary School must always point towards and enhance positive learning opportunities. The establishment of calm and orderly learning environment in schools and in particular in the classroom is key to effective teaching and learning. Incentives and rewards are crucial in this process.
- 2.6 At St. Gabriel's, our purpose is to create a nurturing, safe and mutually respectful Christian learning environment which values the dignity and uniqueness of each individual, made in the image and likeness of God. In order to achieve this, we follow the **Golden Rule of Christianity** as commanded by Jesus in Matthew's Gospel, **"Treat Others as you wish to be treated."** To supplement this, we have some simple whole-school rules which we expect all members of our school community to live out, enabling us all to be the person that God has intended us to be. We call these our **'Be Values'**:

- Be kind
- Be safe
- Be respectful
- Be honest
- Be your best



At St. Gabriel's, we use the 4Rs framework to ensure that all members of our school understand the **routines, rights, responsibilities** and **rules** expected of all:

Rule	I have a right to:	I have a responsibility to:	Links to Catholic Social Teaching
Be respectful	be respected by others	respect everyone in our school	Human dignity Stewardship
Be kind	be treated kindly by everyone	treat people with kind words and actions	Option for the poor and vulnerable Solidarity Distributive Justice
Be honest	the truth	speak honestly about my actions	Subsidiarity
Be safe	feel secure and happy in school	be gentle to myself and others	Promoting peace
Be your best	the best education	make sure others can learn	Common Good Participation

These rules, rights and responsibilities are referred back to in light of our Golden Rule, are fed into our rewards and sanctions, and are displayed in and around school as a code of conduct for all to adhere to.

3. Legislation and statutory requirements

This policy is based on advice from the DfE on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [School suspensions and permanent exclusions](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children/children,

paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that academies should publish their behaviour policy and antibullying strategy online

4. Definitions

4.1 **Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

4.2 **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Swearing
- Vandalism
- Theft
- Fighting
- Smoking
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour

4.3 **Possession of any prohibited items.**

These are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5 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
- Repeated, often over a period of time
- Difficult to defend against

Bullying 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) • Homophobic/ biphobic • Transphobic • 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy .

6 Who is Responsible for the Positive Behaviour of Pupils?

6.1 St. Gabriel's Catholic Primary School promotes a supportive climate at all levels and each member of the community is responsible for promoting positive attitudes to learning. All community members are responsible for promoting positive behaviours.

6.2 **The Governing Body** of St. Gabriel's Catholic Primary School is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 **The Headteacher** is responsible for reviewing and approving this behaviour policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 **Staff** are responsible for:

- Being courteous and fair, implementing the Behaviour Policy consistently
- Having high expectations of all
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in accordance with school policy

The senior leadership team will support staff in responding to behaviour incidents and advising on the best course of action in response to these.

6.4 **Parents** are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Uphold any behaviour expectations while supervising their child on the school premises
- Support the school in issuing appropriate sanctions in accordance with this policy.

7 Inclusion

7.1. The way we deal with behaviour always seeks to be fair and consistent; however, St. Gabriel's Catholic Primary School recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

- 7.2 St. Gabriel's Catholic Primary School's SENCo will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 7.3 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 7.4 When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- 7.5 Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

8 Safeguarding

St. Gabriel's Catholic Primary School recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding Policy, which is published on our school website and a copy available on request.

9 Code of Conduct for children

Children are expected to:

- attend school and be punctual;
- work hard and use their God given talents;
- in class, make it possible for all children to learn
- be courteous and well mannered;
- act sensibly and appropriately;
- show respect to everyone including themselves;
- treat everyone and everything with respect;
- listen to what they are being told;
- let others work and feel comfortable;
- seek reconciliation and forgiveness when disagreements arise;
- accept responsibility for own actions and consequences of actions;
- be positive in attitude; avoid violence and seek peaceful solutions to problems.
- move quietly around the school
- treat the school buildings and school property with respect

- wear the correct uniform at all times
- accept sanctions when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school.

10 Expectations of staff

10.1 Children can expect staff to:

- be courteous, consistent and fair;
- prepare engaging lessons and give constructive feedback;
- be on time for lessons;
- listen at appropriate times, to children' explanations for behaviour;
- recognise and reward good work and positive behaviour;
- deal with inappropriate behaviour.

10.2 All staff are expected to deal with children in a clear and consistent manner. In order to do this, they must:

- Support children to understand that the expectations of high standards of behaviour for learning have a clear and direct impact on their progress and achievements;
- Utilise the correct communication systems and procedures to inform parents and staff of any issues;
- Put the rationale for communal standards and expectations into the context of the schools' mission statements;
- Ensure that children are aware of what Behaviour for Learning entails and are reminded/ updated as appropriate;
- Readily act to promote health, safety and good order and ensure that children understand these issues.

11 Rewards.

11.1 Positive behaviour will be rewarded with:

- Praise (verbal and non-verbal)
- Weekly Golden Time
- House Points
- Golden Play (Foundation and KS1)
- Stickers (lunchtime/ class-based/ Headteacher award stickers)
- Certificates in weekly Celebration Assembly
- Half termly rewards

- Letters or phone calls home to parents, including half-termly letters from the Headteacher to children demonstrating exceptional behaviour
- Public recognition
- Special responsibilities/ privileges
- Bringing to the attention of other staff/ children good behaviour and work
- Class rewards and incentives

11.2 Golden Time

To encourage children to take responsibility for their own behaviour and understand and accept the consequences of undesirable behaviour, we have a designated 'Golden Time', for all children on a Friday.

The principles of Golden Time are as follows:

1. All children start on 15 minutes.
2. If children are not following our Be Values, they are given a warning- this may be a verbal warning or using the 'Stop and Think' cards where appropriate (Stage 1 of the Behaviour Chart)
3. If child chooses to continue doing what they've been warned about, they lose a Golden minute. This is marked off on the weekly class record by staff, which is out of public sight. (Stage 2)
4. Once the minute has gone, it cannot be negotiated to be earned back immediately if the child chooses to ignore the warning. However, if a child's behaviour significantly improves, the time can be earned back at the teacher's discretion
5. If a child had committed a more serious misbehaviour, additional golden minutes may be lost- See Stages 3 and 4)
6. If a child loses all of their Golden time, they can earn up to half back through good behaviour.
7. Each week, a new Golden Time chart will begin for each child.

11.3. Where staff have the opportunity, they should seek to affirm and to reward children for good progress, exemplary work, and positive behaviour for learning, constructive behaviour for learning and cooperative behaviour in general.

11.4 Staff should be proactive in encouraging positive behaviours. This will allow children to strive to meet high expectations and create a positive environment in which praiseworthy behaviour is seen as the norm. Children will also feel that their positive behaviour is valued within the school community. Rewarding children and using a positive praise culture is key to ensuring children achieve and meet their potential.

11.5 Praise should be one of the main elements of any good lesson. Praise should be given when it is deserved and children always need to know if they have been rewarded in line with our school's expectations and rules. Children should understand why they have been rewarded.

12 Behaviour chart.

12.1 **If a child fails to meet expectations**, the behaviour must be dealt with fairly and in line with St. Gabriel's Catholic Primary School expectations and procedures.

12.2 The child-friendly behaviour chart below, is displayed in all classrooms, which the school staff will use in response to unacceptable behaviour:

Behaviour Chart 1 (Pre-School Class)

Behaviour Chart 2 (Rec-Y6)

STAGE 1 (Verbal Warning)

Talking when I should be listening.
Shouting out.
Not doing enough work.
Leaving my place at inappropriate times. Shouting or using loud voices when eating my dinner.
Calling each other names.
Dropping litter.
Not playing safely.
Not walking around school sensibly.

- Verbal reminder first (don't show card)
- Verbal reminder and show that it will be a 'Stop and Think' card if the behaviour continues- The adult will give a verbal reminder to the child about how to behave and the opportunity to correct the behaviour.

STAGE 2 (Stop and Think Consequence)

Any repeat of Stage 1 behaviour.
Misuse of property.
Lying to get others into trouble.

- Show card (It's now a Stop and Think)
- Move child if necessary i.e, if they need to come in from outside or be moved to another part of the room due to behaviour etc.

STAGE 3 (Yellow Card) Timeout

A further repeat of Stage 1 or 2 behaviour.
Being intentionally rude to others.
Choosing not to do my work.
Choosing to ignore an instruction from an adult.
Breaking something on purpose.
Hitting, being rude, breaking toys.

- Timeout of 3 minutes using the sand timer.
- My parents will be informed by a member of Pre-School staff at the end of the day.
- A record will be made in the Pre-School diary.

STAGE 4 (Red Card) 2 or 3 Timeouts

A repeat of Stage 3 behaviour.
Stealing.
Fighting.
Vandalism.
Threatening others.
Swearing.
Biting, physical behaviour or behaviour that is unsafe to others.

- I will be sent to the Headteacher
- My parents will be contacted by a member of Pre-School staff
- If this stage is repeated over a number of days etc the child will go on a sticker reward chart.

STAGE 5 (Suspension)

A repeat of Stage 4 behaviour.
A deliberate assault on another person.
Deliberate discriminative language (e.g. racist)
Bullying.

- My parents will be told immediately and I may be asked to stay at home for at least 1 day.
- When I return to school, I will have a meeting with the Headteacher to agree on future behaviour and start afresh.
- My behaviour will be formally recorded by the Headteacher and kept on school records.
- Other authorities may be informed as necessary.

Behaviour Chart 2

STAGE 1 (Stop and Think)	
<p>Talking when I should be listening. Shouting out. Not doing enough work. Leaving my place at inappropriate times. Shouting or using loud voices when eating my dinner. Calling each other names. Dropping litter. Not playing safely. Not walking around school sensibly.</p>	<p>Stop and Think' card- The adult will show the card and give a verbal reminder to the child about how to behave, the opportunity to correct behaviour and explain that continued misbehaviour will result in a loss of golden minutes: <i>What rule have you broken?</i> <i>What will happen if you continue to break the rule?</i> <i>How can you change your behaviour?</i></p>
STAGE 2 (Stop and Think Consequence)	
<p>Any repeat of Stage 1 behaviour. Misuse of property. Lying to get others into trouble.</p>	<p>I will lose a minute's Golden Time</p> <p>The following other consequences may be applied as appropriate:</p> <ul style="list-style-type: none"> - The adult may ask me to move to another part of the classroom/ hall/ playground to reflect - I will be asked to apologise
STAGE 3 (Yellow Card)	
<p>A further repeat of Stage 1 or 2 behaviour. Being intentionally rude to others. Choosing not to do my work. Choosing to ignore an instruction from an adult. Breaking something on purpose.</p>	<ul style="list-style-type: none"> • I will lose five minutes of Golden Time • I will miss 5 minutes playtime and complete a 'Mirror and Door' reflection record • The adult may ask me to leave the classroom to work in a quiet area • My name will be entered into the class behaviour book • My parents will be informed by the class teacher at the end of the day • I may have to take work home to finish • I will be sent to the Deputy Headteacher
STAGE 4 (Red Card)	
<p>A repeat of Stage 3 behaviour. Stealing. Fighting. Vandalism. Threatening others. Swearing.</p>	<ul style="list-style-type: none"> • I will be sent to the Headteacher • I will lose 10 minutes of my Golden Time • I will miss the next playtime • I will write a letter of apology and complete a 'Mirror and Door' reflection record • My parents will be contacted by a member of staff
STAGE 5 (Suspension)	
<p>A repeat of Stage 4 behaviour. A deliberate assault on another person. Deliberate discriminative language (e.g. racist) Bullying.</p>	<ul style="list-style-type: none"> • My parents will be told immediately and I may be asked to stay at home for at least 1 day. • When I return to school, I will have a meeting with the Headteacher to agree on future behaviour and start afresh. • My behaviour will be formally recorded by the Headteacher and kept on school records. • Other authorities may be informed as necessary.

We may send children into another classroom/ teacher in response to serious or persistent breaches of this policy. Pupils will be expected to complete the same work as they would in class.

Strategies to prevent escalating behaviour.

Pre-empt the situation wherever possible.

- Use of the 'Stop and Think' cards as a visual and verbal reminder of unwanted behaviours, encouraging children to correct and modify their behaviour through the key questions: *What rule have you broken? What will happen if you continue to break the rule? How can you change your behaviour?*
- Refer back to specific rules broken, giving clear instructions on how to correct behaviour, sufficient chance to conform with the rule and warning of consequence
- Use the language of choice to emphasise children's responsibility
- Use positive language to reduce conflict and tension where possible, although disapproval may be necessary
- Redirect child to task to refocus
- Recognise the positive behaviours of those in class who are making the right choices (*"Thanks for listening..."*, *"Super work..."*)
- Careful planning which ensures equal opportunities and takes into account reasonable adjustments for children with SEND
- Appropriate teaching methods to engage children in learning
- Stimulating teaching materials and resources
- Prompt start to lessons

Consider the impact that the learning environment may have on children- sometimes rearranging a classroom or seating can prevent disruptive behaviour

Strategies to deal with disruptive behaviour

- Always assess the situation in terms of the child's individual needs, but at all times ensure that your authority is established with the child, deploying a strategy that is appropriate to the child's needs and situation.
- Establish what acceptable behaviour is.
- Provide different activities at the child's level of work.
- Look at ways of grouping or integrating the child within the classroom.
- Do not undermine your authority by sending for or sending a child to the Headteacher, unless a serious matter has occurred (see procedure on Sanctions chart)
- Children may be sent to other classes for short periods of time with work to complete.

- Children should not be made to stand outside the classroom unsupervised.
- If a child is frequently disruptive, sit them near to a designated adult in class, in assemblies, on visits, etc.
- If a child is persistently disruptive and not seeking to correct their behaviour, the behaviour chart will be referred to. This may include a child missing part of their playtime to complete a reflection record.

13 Zero tolerance approach to child-on-child abuse.

13.1 St. Gabriel's Catholic Primary School will ensure that all incidents of child-on-child abuse are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

13.2 Sanctions for child-on-child abuse may include:

- Removal of the child from their class
- Speaking to a senior member of staff regarding school rules and expectations
- Mediation between the pupils concerned
- Informing parents of abusive behaviour

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

Manage the incident internally

Refer to Early Help

Refer to Children's Social Care

Report to the police

Please refer to our Safeguarding Policy for more information.

14 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

15 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, St. Gabriel's Catholic Primary School will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to Children's Social Care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

16 School suspensions and permanent exclusions.

These are a last resort and can only be agreed by the Headteacher. They are only used when all other avenues have been explored. Provision for appropriate work is always needed and if a suspension lasts

for more than 6 days, there is a statutory requirement to provide a venue, provision of work and assessment of the work completed. For further information, please refer to the Exclusion Policy.

17 Possession of prohibited items.

- 17.1 If a member of staff is made aware that a child maybe in possession of prohibited items (e.g. alcohol, illegal drugs, tobacco, vapes, weapons, lighters, matches, pornographic or other offensive materials) staff may be asked by the Headteacher to assist in or to witness a search with or without consent subject to current government advice and guidance.
- 17.2 In the case of a search, it is important that, where it is practical, the staff involved should be of the same gender as the child. The intention to carry out a search must be notified to the Headteacher or an allocated representative of the Headteacher. It is possible that certain staff are privy to information relating to child protection/ safeguarding issues that affect that particular child so an alternative procedure may be required.

18 Bringing the school into disrepute.

- 18.1 St. Gabriel's Catholic Primary School expects that children will show a high standard of behaviour beyond the school gates on the way to and from school. A high standard of uniform is part of the commitment.
- 18.2 Children can expect to be sanctioned if they do something that could:
- have repercussions for the orderly running of St. Gabriel's Catholic Primary School;
 - pose a threat to another child, a member of staff or of the public;
 - adversely affect the reputation of St. Gabriel's Catholic Primary School.
- 18.3 This also applies to:
- an organised school trip when the child was under the lawful charge and control of a member of staff;
 - when a child's action took place while travelling to and from school or wearing uniform in a public place;
 - the behaviour of children when using electronic media and social networking sites;
 - sports fixtures representing the school

19 Classroom management.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
 - Display the pupil code of conduct or their own classroom rules
 - Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/ at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

20 Uniform.

Consistent support for and implementation of the expectations of uniform is the duty and responsibility of all staff and children. All staff are expected to challenge infringements of the school's guidelines on uniform, make-up and jewellery. Excessive or inappropriate jewellery can pose a safety hazard and this is why it is not allowed.

21 Physical restraint.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents in accordance with the school's guidelines and procedures.

22 Confiscation.

Any prohibited items (listed in section 4.3) found in pupils' possession will be confiscated. These items will not be returned to pupils and may be passed to the Police.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

23 Transition.

To ensure a smooth 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

24 Training.

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Frequent revisiting of the Code of Conduct for both staff and pupils, and the school Behaviour and Relationships policy, ensure that high expectations are at the forefront of staff's practice. Staff are involved in the creation of our school rules and sanctions, ensuring that they understand and buy into the policy and procedures, thus ensuring consistency across the school.

Behaviour management will also form part of continuing professional development throughout the school year.

25 Recording information.

All members of staff need to record information/ incidents in accordance with the school's guidelines and procedures. Information about the processes for recording information can be found in Appendix

6. This should be recorded as accurately and objectively as possible. The information should be in format that can be accessed by parents and so should not give details that identify other children. This is in adherence to data protection laws.

All instances of bullying should be recorded using CPOMS.

26 Monitoring arrangements.

This behaviour policy will be reviewed by the Governors and headteacher annually. At each review, the policy will be approved by the Governors and the Headteacher.

Behaviour Policy on a Page



Our 'Be'-Values



Endeavor to be **golden** at
St Gabriel's:

Be **respectful**

Be **kind**

Be **honest**

Be **safe**

Be **your best**



Do you have the right values to be
golden?

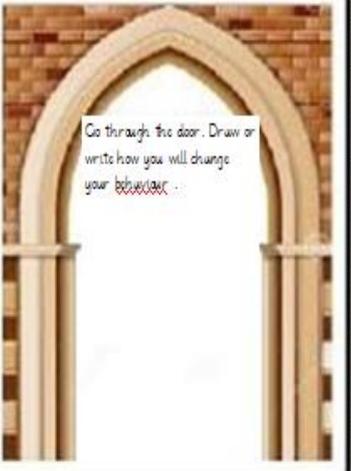
STAGE 1 (Stop and Think)	
Talking when I should be listening. Shouting out. Not doing enough work. Leaving my place at inappropriate times. Shouting or using loud voices when eating my dinner. Calling each other names. Dropping litter. Not playing safely. Not walking around school sensibly.	Stop and Think' card- The adult will show the card and give a verbal reminder to the child about how to behave, the opportunity to correct behaviour and explain that continued misbehaviour will result in a loss of golden minutes: <i>What rule have you broken?</i> <i>What will happen if you continue to break the rule?</i> <i>How can you change your behaviour?</i>
STAGE 2 (Stop and Think Consequence)	
Any repeat of Stage 1 behaviour. Misuse of property. Lying to get others into trouble.	I will lose a minute's Golden Time The following other consequences may be applied as appropriate: <ul style="list-style-type: none"> - The adult may ask me to move to another part of the classroom/ hall/ playground to reflect - I will be asked to apologise
STAGE 3 (Yellow Card)	
A further repeat of Stage 1 or 2 behaviour. Being intentionally rude to others. Choosing not to do my work. Choosing to ignore an instruction from an adult. Breaking something on purpose.	<ul style="list-style-type: none"> • I will lose five minutes of Golden Time • I will miss 5 minutes playtime and complete a 'Mirror and Door' reflection record • The adult may ask me to leave the classroom to work in a quiet area • My name will be entered into the class behaviour book • My parents will be informed by the class teacher at the end of the day • I may have to take work home to finish • I will be sent to the Deputy Headteacher
STAGE 4 (Red Card)	
A repeat of Stage 3 behaviour. Stealing. Fighting. Vandalism. Threatening others. Swearing.	<ul style="list-style-type: none"> • I will be sent to the Headteacher • I will lose 10 minutes of my Golden Time • I will miss the next playtime • I will write a letter of apology and complete a 'Mirror and Door' reflection record • My parents will be contacted by a member of staff
STAGE 5 (Suspension)	
A repeat of Stage 4 behaviour. A deliberate assault on another person. Deliberate discriminative language (e.g. racist) Bullying.	<ul style="list-style-type: none"> • My parents will be told immediately and I may be asked to stay at home for at least 1 day. • When I return to school, I will have a meeting with the Headteacher to agree on future behaviour and start afresh. • My behaviour will be formally recorded by the Headteacher and kept on school records. • Other authorities may be informed as necessary.

Stop and Think

1. Which 'Be Value' have you broken?
2. What will happen if you continue with this behaviour?
3. How can you change your behaviour?
4. How is your behaviour impacting on others?

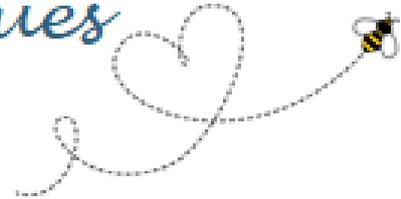


Look at the mirror. Draw or write what you did wrong.



Go through the door. Draw or write how you will change your behaviour.

Our 'Be'-Values



Endeavor to be **golden** at
St Gabriel's:

Be **respectful**

Be **kind**

Be **honest**

Be **safe**

Be **your best**

Do you have the right values to be
golden?



St Gabriel's Catholic Primary School



School Family Agreement

Our Mission Statement



God's love is at the heart of all that we do at St Gabriel's Catholic Primary School.

Hearts and Minds are nurtured in a stimulating and safe environment. We believe that every child is unique, and we nurture each child through a creative and rounded curriculum to reach their full potential. Talents are celebrated and differences are respected within a strong, supportive Catholic community.

At St Gabriel's children learn to love, respect and care for each other and God's entire world. Our school is a place where children are filled with a love of life and learning.

Nurturing Hearts and Minds

Agreement for school

The school will do its best to:

- ✓ Demonstrate our faith and the school's foundation in the teaching of Jesus Christ, by what we teach and the way we live and worship in our school
- ✓ Support your child's well-being and safety by providing a safe, supportive and caring environment
- ✓ Help and encourage your child to reach their full potential
- ✓ Promote high standards of behaviour so we can maintain a safe environment for all children
- ✓ Offer a broad and balanced curriculum which meets the needs of your child
- ✓ Inform you how your child is progressing
- ✓ Inform you of the work your child is to cover each term
- ✓ Communicate and inform you of school life through notices, newsletters, school website, school Facebook, dojo, texts and email.
- ✓ Encourage good attendance and address any concerns with parents/carers where necessary
- ✓ Celebrate your child's academic and personal achievements
- ✓ Be open and welcoming, at all reasonable times, and offer opportunities for you to become involved in the life of the school
- ✓ Contact you as soon as possible if we are concerned about your child's work or behaviour
- ✓ Contact you if there is a persistent problem concerning your child's attendance or punctuality
- ✓ Set homework tasks regularly
- ✓ Offer extra-curricular activities to enrich your child's experiences

Agreement for parents/carers

To help my child at school, I will do my best to:

- ✓ Make sure that my child arrives in school on time and is collected on time
- ✓ Make sure that my child attends school regularly
- ✓ Inform the school of the reason for any absence
- ✓ Ensure that my child wears the correct school uniform and follows the school uniform policy
- ✓ Support the school in maintaining good behaviour and discipline
- ✓ Encourage my child to try their best so they can reach their full potential
- ✓ Encourage my child to respect and care for one another through supporting the school values
- ✓ Support my child with reading at home daily
- ✓ Support my child with homework regularly ensuring it is returned on time
- ✓ Read and follow school policies
- ✓ Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child
- ✓ Communicate with the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- ✓ Attempt to support the Catholic community and the school governors in the financial responsibilities for maintaining the school in good repair e.g. Contributing to the Building Fund
- ✓ Support our school values as stated in our Mission, Vision and Aims statement (on website)
- ✓ Support my child in prayer, worship and celebrations through the gospel values of Christ
- ✓ Make sure communication with the school is respectful
- ✓ Understand that I should communicate with staff during working hours

Agreement for pupils

I will do my best to respect myself, others and my school by:

- ✓ Arrive at school on time and ready to learn (with correct resources for the day)
- ✓ Try my best to do my work and ask for help if I need it
- ✓ Following our School Values to be, respectful, kind, polite, safe and to try our best
- ✓ Listening to instructions from the adults at school and follow school values
- ✓ Behaving well, setting a good example
- ✓ Completing the homework that is provided and bringing it back to school on time
- ✓ Wearing the correct school uniform
- ✓ Taking care of our school environment
- ✓ Taking care of all school property and resources (e.g. books, prayer bags etc.)

Date: January 2025

Appendix 4: Procedure for recording information on Behaviour Incidents

Low-level incidents of behaviour, up to Stage 3 on the Behaviour Chart, will be recorded in the Class Behaviour log. These are monitored half-termly by the Senior Leadership Team.

For Stages 4 and 5, incidents of unacceptable behaviour will be recorded in the Whole-School Behaviour log.

If a child has been entered into either the class or whole-school Behaviour log, parents will be notified and appropriate sanctions applied.

For serious behaviours of a safeguarding nature, these will be documented on CPOMs and the appropriate course of action followed in line with our Safeguarding Policy.

[Type here]