



Loving to Learn; Learning to love like Jesus

Behaviour Policy

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Rationale

“Love one another as I have loved you.”

(John 15:12)

Loving to learn; Learning to love like Jesus.

At St Monica’s, our Behaviour Policy ensures that every child can access a full range of learning opportunities in a calm, supportive, and positive environment. Rooted in the life and teaching of Jesus, our approach is underpinned by love, respect, and high expectations for all.

This policy reflects our mission statement and ethos: we value the development of each individual, recognising their unique needs and abilities, and placing strong relationships at the heart of school life.

We take a relational approach to behaviour, encouraging self-discipline and mutual respect while guiding children to become followers of Christ. Consistency of approach, partnership with parents, and staff modelling are central to success. Through positive discipline, high expectations, encouragement, and praise, we aim to build children’s self-esteem so that they grow as confident, responsible, and caring individuals.

Our Behaviour Policy is also aligned with the school’s legal duties under the Equality Act 2010, safeguarding responsibilities, and duties to pupils with special educational needs and disabilities (SEND).

Aims

Through this policy we aim to:

- Develop strong beliefs in forgiveness and reconciliation.
- Put relationships first, creating a culture that reflects our mission statement.
- Raise pupils’ self-esteem.
- Promote empathy, respect, and tolerance for self and others.
- Support self-discipline and accountability for actions.
- Foster belonging and worth through consistency and effective home–school liaison.
- Provide predictable routines and boundaries, particularly valuable for pupils who have experienced adversity.
- Encourage children to value their environment and uphold routines.
- Ensure pupils feel confident of their right to fairness.

- Empower staff to set and expect high standards of behaviour.
 - Recognise that maintaining good behaviour is a shared responsibility.
 - Promote a calm, purposeful, and happy atmosphere where achievements are celebrated.
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Expectations of the School Community

Staff and Governors

- Lead by example.
- Be consistent, fair, and respectful in dealing with pupils.
- Encourage and model the school's aims and values.
- Maintain high expectations.
- Meet the educational, social, and behavioural needs of pupils through an engaging curriculum and tailored support.
- Create a safe, nurturing environment, recognising the importance of strong attachments in healthy development.
- Communicate regularly with parents and build positive relationships, especially where home and school expectations differ.

Pupils

- Respect, support, and care for each other.
- Take responsibility for their own actions.
- Follow the instructions of all school staff.
- Show tolerance towards others, regardless of difference.
- Work to the best of their ability while allowing others to do the same.
- Care for property and the environment.
- Contribute to class and school rules.

Parents & Carers

At St Monica's, we see parents and carers as vital partners in supporting positive behaviour and wellbeing. We ask parents to:

- Support and model the school's values and expectations at home.
- Show active interest in their child's learning and wider school life.
- Encourage appropriate behaviour in all settings, fostering independence and self-discipline.
- Build positive relationships with staff and maintain open communication with the school.

We are committed to keeping parents informed when:

- A child is repeatedly kept back by a teacher for behaviour.
- A more serious incident occurs that requires follow-up.
- An incident involves bullying or prejudice-related elements, in which case it will also be formally recorded.

Our open-door policy means that parents are welcome to raise concerns or seek support. To ensure time, privacy, and thoughtful responses, we encourage appointments to be made in advance wherever possible.

Inclusion and Equity

At St Monica's, we promote good relationships at every level. The Equality Act 2010 protects against discrimination across nine protected characteristics. We are committed to inclusive education, recognising that equity—not simply equality—is sometimes required: every child receives what they need to thrive, in a fair and consistent way.

Trauma-Informed Approaches

We recognise that all behaviour is communication. For some children, behaviour may be shaped by experiences of trauma or adversity. Our approach to behaviour and bullying reflects this understanding: we respond with empathy, relational support, and strategies that promote healing and resilience.

Implementation

Ethos

A strong ethos underpins effective behaviour. Our Senior Leadership Team and Governing Body drive a culture where behaviour reflects the mission: *Loving to learn; learning to love like Jesus.*

Curriculum

Our PSRHE curriculum supports children in developing the skills, attitudes, and understanding needed for positive relationships. Pupils are encouraged to resolve conflicts respectfully and express their needs clearly and assertively.

We believe high-quality teaching reduces poor behaviour: lessons are well planned, objectives are clear, and learning is accessible to all. Differentiation, active participation, and meaningful feedback reduce disengagement and foster a love of learning.

School Systems for Everyone

The School Rules:

Always Caring
Always Ready
Always Tidy

They are applicable throughout school: in every class, in corridors, in the hall, and in the playground. Copies of these rules feature in every classroom and around the school. They are brought to the children's attention and are used within the daily vocabulary of talking positively about our expected behaviour.

Relentless Routines

Discipline is a Latin word, meaning "instruction and training". It is nurturing for our pupils that we support their behaviour and do so to foster relationships, inclusion and mutual respect. We do not assume that children know how to behave; regardless of age we teach them the rules that operate in the classroom and precise routines and rituals for individual activities. We use **positive** language when drafting rules and routines; identifying the behaviours that we want to see rather than those which we don't want. We adjust and adapt to children who are experiencing difficulties but always with the same relentless routines as the aim.

Our Behaviour Framework

At St Monica's, we believe that good behaviour is best achieved by setting clear expectations, teaching routines explicitly, and recognising when pupils meet them. Our approach rests on three pillars:

1. **Rules and Routines** – the foundations for consistency and fairness.
2. **Recognition and Rewards** – celebrating positive choices and reinforcing our values.
3. **Consequences** – a clear, proportionate flow of responses when behaviour falls short, always balanced with fairness, understanding, and the opportunity to repair.

This balance ensures pupils know exactly what is expected, how their efforts will be recognised, and what will happen if they choose not to follow the rules.

Positive Recognition and Rewards

At St Monica's, we focus on noticing and celebrating positive behaviour. We avoid negativity and whole-class punishments, instead fostering a climate where children support each other in doing the right thing. Roles such as Wet Play Monitors, Playground Leaders, and Buddies encourage pupils to take responsibility for creating a positive school culture.

Recognition Boards

Each class uses a recognition board with a weekly focus linked to our school rules (Always Ready, Always Caring, Always Tidy). Pupils' names are added when staff notice them showing the focus behaviour. When the whole class achieves the target, a short shared celebration takes place (e.g. a song, game, or extra story).

Recognition Assembly

Every Friday, pupils are celebrated in assembly through:

- *The Recognition Book (certificates from the Head teacher for effort, attitude, or supporting others),
- *The Head teacher's Gallery (excellence or improvement in learning),
- *V.I.P. awards - very important player (certificates awarded for excellence during playtimes)
- *Sharing of wider achievements (e.g. sports, competitions, Bikeability).

House Points

All pupils belong to one of four houses: Courage (green), Hope (blue), Joy (yellow), and Faith (red). House points are awarded for:

- Meeting school expectations consistently,
- Showing courtesy and teamwork, especially at lunchtimes,
- Achieving personal or group targets,
- Excellent learning or outstanding effort,
- Helping keep the school environment safe and tidy.

House Captains count up points weekly. At the end of each term, the winning house earns a celebration such as a non-uniform day.

Positive Contact with Families

Staff are encouraged to make recognition phone calls or send home postcards to share positive messages with families. This reinforces good behaviour and strengthens the partnership between home and school.

Consequences

At St Monica's we believe that consequences should be fair, proportionate, and consistent. They are not punishments, but opportunities to teach children how to take responsibility for their actions, repair relationships, and make better choices in the future.

We follow a clear consequence flow so that pupils always know what to expect:

1. **Reminder** – a quiet, private prompt to help the child reset and continue learning.
2. **Caution** – a clear warning and choice, reminding the child of expectations.
3. **Time-out / short sanction** – an opportunity to step away, reflect, and re-join learning. A short discussion or restorative conversation follows.
4. **SLT involvement** – for serious or repeated behaviours, or when safety is at risk. SLT may apply further consequences, contact parents, or put in place additional support.

We commit to **visible fairness**: staff respond consistently so that pupils always know behaviour will be addressed. While the consequence flow is the same for everyone, the exact form of a consequence may be adapted to meet a child's needs, ensuring both fairness and equity.

More serious incidents (e.g. bullying, aggression, persistent defiance, prejudice-related behaviour) are recorded on CPOMS and reviewed by the Head teacher and Safeguarding team. For pupils with ongoing difficulties, Individual Behaviour Plans or Behaviour Passports provide a personalised approach.

Whenever possible, we use restorative practice to help pupils reflect and repair harm, asking questions such as:

- What happened?
- Who has been affected?
- What needs to happen to put things right?
- What could you do differently next time?

Step 1 RECOGNISING/NOTICING Recognising the child's feelings and empathising with them.	Step 2 VALIDATING Validating the feelings and labelling them.	Step 3 SETTING LIMITS Setting limits on behaviour.	Step 4 PROBLEM SOLVING Problem solve with the child.
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This approach ensures that consequences are consistent, fair, and focused on helping children grow in responsibility and respect.

Movement Around School

Pupils and staff respect the calm working atmosphere of the school and follow the guidance of 'Quiet Zones'. Staff model and actively encourage excellent movement around school, which looks like:

- Walking quietly and calmly, in ones or twos, to avoid crowding corridors.
- Using whispered voices when talking is necessary, especially in quiet zones such as the library.

Positive movement is acknowledged and praised to reinforce expectations.

Support Systems

We take a whole-school approach to promoting positive behaviour and mental health, supported by:

- PSRHE curriculum, school-wide campaigns, and the *My Happy Mind* programme.

- Individual Behaviour Plans (IBPs) and Behaviour Passports where needed, with all staff (including midday supervisors) informed to ensure consistency.
- Targeted pastoral support and peer mentoring (e.g., Circle of Friends, Buddies, Playground Leaders).
- Active SLT visibility: members of the Senior Leadership Team are present at key times of the school day (lunchtimes, assemblies, transitions) to model expectations, support staff, and help de-escalate incidents. This also ensures that staff feel backed up and that pupils see consistent, calm adult authority across the school.
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- Staff support through regular discussions in staff meetings, weekly safeguarding supervision, and access to training for colleagues managing complex needs.

Our open-door policy encourages positive communication with parents and carers. To ensure that matters can be discussed fully, with sufficient time and privacy, we encourage parents to arrange an appointment in advance whenever possible.

Escalation and Exclusions

In rare cases, the Head teacher or Deputy Head teacher may place a child on a monitoring report to track progress and support improvement. This is explained to the child and parents so expectations are clear, and strategies are developed with all staff involved.

Where exclusions are necessary, the school follows statutory DfE guidance (see [link](#)).

- **Suspensions (fixed-period exclusions):** Used when behaviour seriously breaks school rules or poses a risk to others' welfare or learning. The school sets and marks work for exclusions beyond one day, and parents are notified by phone and letter.
- **Permanent exclusions:** Only considered as a last resort or in exceptional one-off cases. Parents and governing bodies are notified immediately and have the right to appeal to an Independent Review Panel.

Where exclusions are used the school will follow statutory requirements:

<https://www.gov.uk/government/publications/school-exclusion>

- Head teachers may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social

worker and Virtual School Head (VSH). Further information of other actions that should take place after an exclusion is cancelled is set out in paragraph 13.

- When head teachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the head teacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable.
- When head teachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension. *Warrington Borough Council has a dedicated reporting link for Head teachers to use from September 2022.*

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - September 2022

Monitoring and Review

All behaviour incidents requiring adult intervention are logged on CPOMS. The Head teacher and Senior Leadership Team review these records regularly to identify patterns, ensure follow-up, and provide staff support.

SLT also undertake routine visibility checks — for example, behaviour walks at lunchtime and presence in assemblies — to monitor the lived culture of behaviour, provide immediate support, and strengthen consistency across the school.

This policy is reviewed annually by Governors and shared with parents and staff via the school website.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

Appendix 1: Steps to Problem Solving

What is the problem?	After you have set limits for inappropriate behaviour, find out what the goal was that the pupil was trying to reach with their behaviour.
What could I do next time?	Ask the pupil to come up with plausible suggestions to solve the problem.
List the outcomes for each solution.	Reflect on the ideas. Are they fair? Would it be safe? How are you likely to feel? How are others likely to feel?
Pick the best solution.	Help the pupil to come up with an agreed plan.
Carry out the agreed plan.	Allow opportunities for the pupil to explore the agreed solutions in a real situation.
Reflect- did it work?	Reflect on how this worked or didn't work and adapt the plan if necessary for next time.

Appendix 2:

