



## **Much Woolton Catholic Primary School**

***'With Jesus we Love, Learn and Grow'***

### **School Policy for Positive Relationships.**

Approved by the Governing body in October 2025

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Head teacher

To be reviewed and revised in October 2026

## **Mission Statement**

**With Jesus we love, learn and grow**

### **To do this we will:**

- Be a Christian community that follows Jesus in living out Gospel values; 'With Jesus' (Christ centred)
- Be a beacon of light that shines out to others, sharing faith, hope and love; 'Love' (Community)
- Provide opportunities for all to grow and achieve by igniting a desire for lifelong learning; 'Learn and grow' (Education)
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### **Objectives: Christ Centred**

- Provide quality collective worship and enriching liturgical celebrations
- Enable our children to acquire an excellent religious education and develop their relationship with God
- Encourage a sense of justice, peace and stewardship of our global community
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### **Objectives: Education**

- Provide a stimulating curriculum that develops a passion for learning, curiosity about our world and enables children to be agents for change
- Value our pupils and staff, appreciating their uniqueness and individual talents, enabling them to be the best they can be
- Have high expectations of ourselves and others in all that we do
- Strive for all to reach their full potential by building resilience and having high aspirations

### **Objectives: Community**

- Create a safe, happy environment where all feel valued and welcomed
- Develop positive links between the school and parish
- Recognise that each person is an extraordinary work of art
- Take an active role in the stewardship of our local and global community that enriches the lives of others

### **It is the aim of the school to:**

Enable an environment in which pupils are able to give of their best and are encouraged and stimulated to fulfil their potential, by building resilience and having high expectations.

The importance of praise as a motivator cannot be overemphasized.

The school operates a system based on Restorative Practice, rewards and incentives which varies appropriately in each of the three primary phases.

### **Restorative Practice**

Restorative Practice will develop relationships, deeper understanding of behaviour and manage conflict and tension by repairing harm and creating a culture of positive mental health within our school. Its aim is to improve and sustain positive behaviour, attendance, attainment and progress

The school believes that Restorative Practice should be clearly understood and consistently and fairly applied in order to be effective.

On occasions when a child has demonstrated unacceptable levels of behaviour all staff believe it is important that the child understands fully that it is their behaviour which is unacceptable and not themselves. Concerns over individual children are noted in a progressive way and parents are encouraged to involve themselves with staff in the mutual support of their children.

### **Good Behaviour Expectations: -**

We expect pupils to: -

Follow Much Woolton Behaviour Blue Print- Ready, Respect, Safe

Arrive at the right time and be ready to work and behave sensibly

Do the work that is set and allow others to do the same

Treat others with fairness and respect

Act in ways that do not endanger themselves or others

Take responsibility for their behaviour and learning

Avoid inappropriate behaviour which makes other people uncomfortable.

### **This policy:**

Identifies the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour.

Identifies the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour.

Explains clearly what Much Woolton's expectations are and the shared values on which these expectations rest.

Promotes and encourages positive patterns of behaviour in which values of respect, responsibility, kindness and honesty are embedded.

Describes the shared and agreed identification of what we consider to be unacceptable behaviour and encourages a firm, consistent approach across Much Woolton.

Provides a framework in which those whose behaviour does not meet the standards expected are dealt with consistently, fairly and firmly in a way that supports the individual but demonstrates clearly that certain patterns of behaviour are unacceptable.

Sets out rewards for good behaviour and sanctions to correct behaviour which falls short of the expected standards.

Makes clear that all rewards and sanctions must be applied fairly and consistently. None of the school's punishments will be degrading or humiliating.

## **Roles and Responsibilities**

### **Governors**

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head in adhering to these guidelines.

The Headteacher and the Head of school have the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may offer advice about particular disciplinary issues. This advice must be considered when making decisions about matters of behaviour.

The Head Teacher informs the Governing Body immediately about any serious matters resulting in permanent exclusion, and about any suspension (fixed term exclusion).

### **Head Teacher**

Determines the detail of the standard of behaviour acceptable to the school consistent with the Mission Statement.

Promotes Restorative Practice

Promotes self-discipline and proper regard for authority among pupils.

Encourages good behaviour and respect for others, and acts to prevent all forms of bullying among Pupils.

### **Head of School/Deputy Head of School**

Ensure that the Positive Relationship Policy is implemented consistently across the school, to ensure the health, safety and welfare of all pupils.

Promotes Restorative Practice

Review the policy on an annual basis.

Arranges training in behaviour management for staff.

### **Key Stage Lead**

Ensures that the Positive Relationship Policy is implemented consistently across the School, to ensure the health, safety and welfare of all pupils.

Promotes Restorative Practice

Reviews the policy on an annual basis.

Supports all School staff in the implementation of the policy.

Investigates incidents and determines appropriate sanctions.

Records reported incidents of misbehaviour.

In the event of an alleged serious breach of discipline which may lead to suspension/exclusion, advises the Head Teacher.

### **Staff**

Are responsible for discipline and the smooth running of the school at all times, just when teaching or undertaking a specific duty.

Promotes Restorative Practice to develop positive relationships and manage conflicts

Embody these aims in their relationships with pupils, each other, parents and all members of the school community.

Well planned, interesting and demanding lessons make a major contribution to good discipline.

Act as role models for pupils and set examples of hard work, and respect for self and others.

Promote positive patterns of behaviour and self-discipline amongst pupils, and deal appropriately with any unacceptable behaviour.

Are consistent in dealing with pupils.

Ensure that all pupils in their care are safe and intervene swiftly when safety is being compromised.

Must be aware of those pupils who experience difficulty in managing their own behaviour, and exercise professional judgement in handling potentially confrontational situations with firmness and sensitivity.

Report to parents about the progress of each child in their class, in line with the whole-school policy.

The Key Stage Lead may also contact a parent if there are concerns about the behaviour or welfare of a child.

Discuss behaviour in class, PSHE lessons and during circle time.

## **Parents**

At Much Woolton, parents are genuine partners of the school in mutual support that enables each child to grow and succeed. All children at some point in their school lives will have times of difficulty which requires the support from home and school. This is most crucial during times of conflict or poor behaviour. School acts in 'loco parentis', in the place of the parent, when a child is in school.

Families are aware of this policy and the concept of Restorative Practice and the expectations set out in our Home School agreement, published each year. In sending your child to Much Woolton, parents are therefore agreeing to abide by and support our policies.

Parents are expected to support the school in how we deal with conflict, however if parents disagree with this approach, to speak with senior staff and find a resolution so that the child is clear and has one single and clear message coming from both home and school.

Parents may also be asked to support school through actions taken at home so that children learn that behaviour has consequences, for example completing school work at home.

## **POSTIVE REWARD SYSTEM**

We celebrate all achievements whether in school or out because every child has some attribute which can boost their confidence and self-esteem when praised.

The following actions are taken to establish a climate where each child feels valued.

## **Promoting Good Behaviour in Much Woolton**

We have a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of strategies within the school of rewarding and celebrating achievement and good behaviour. These include:

- ❖ We believe that careful classroom management and organisation substantially reduces discipline and behavioural problems including providing children with appropriate levels of work.
- ❖ Each class develops its own set of classroom rules at the beginning of the year which are clearly displayed and understood by all members of the class.
- ❖ Each class uses Restorative Practice to develop positive relationships; deepen our understanding of behaviours; and to manage conflict and tensions by repairing harm, creating a culture for positive mental health and well-being and for engagement with teaching and learning.

- ❖ Children's work must be carefully displayed within classrooms and throughout the school, thus creating a stimulating and attractive learning environment.
- ❖ Praise, and the public display of those children who have been praised.
- ❖ Bringing good work and behaviour to the notice of the Head/ Head of School/Deputy Head of School/Assistant Head/other teachers/parents and pupils.
- ❖ Rewards such as Dojo's, Headteacher certificates and School Values Hearts
- ❖ Extra privileges in class e.g. giving additional jobs or responsibilities.
- ❖ Recognition of achievements through display, in the school's regular publications and on the class and school X pages
- ❖ All children must have work displayed to increase a sense of belonging and ownership and to raise individual's self- esteem, throughout the year.
- ❖ Teachers are aware of the need for all children to be praised.
- ❖
- ❖ Class discussion about things that may be going wrong. This may be done through circle time, PSHE.
- ❖ No long lists of prohibitions – more models of behaviour, consistency and understanding of rules and their reason.
- ❖ Emphasis on rewards/praise rather than punishment.
- ❖ Punishing innocent with the guilty is discouraged.
- ❖ Humiliation in front of others is avoided.
- ❖ Praise in front of others, sending commendable work to other members of staff and encouraging written teacher comments on good work
- ❖ Use of Zones of Regulation

#### **The school offers:**

Recognition of achievements at assemblies and the opportunity for children to show good pieces of work and talk about their achievements and interests.

Weekly awards of the Dojo's

Opportunities to celebrate, for example: musical evenings and concerts, sports.

Children's achievements out of school, e.g. music or swimming certificates are also recognised in assemblies and school publications.

Recognising pupil ability by awarding whole school responsibility such as: House Captains, Head Boy and Girl, School Council.

Recognition of achievements in the weekly Newsletter and Twitter to parents.

Other children who are to be congratulated for particular achievements, competitions etc.

At the end of term, a reward will be given to the House Team which has received the most Dojo's.

On Prize Day, at the end of the School Year, a prize giving ceremony recognises pupils 'achievements.

All parents receive an Annual School Report including the achievements of all children.

## **All Year Groups**

- ❖ The children are placed into 4 House Teams. Children are awarded dojos for good work, positive behaviour, being kind, setting a good example.
- ❖ The children can receive 2 dojos, which they add to their House Team chart.
- ❖ The dojos are collected by the House Captains at the end of the week.
- ❖ The dojos are counted and the house team who has the most dojos at the end of the week is announced in Assembly on Friday.
- ❖ At the end of the term, the team with the most dojos will receive a prize.
- ❖ Dojos cannot be removed once given by a member of staff.
- ❖ Staff are also encouraged to communicate with parents in order to notify them of good behaviour, hard work etc.
- ❖ The Head Teacher/Head of School also awards stickers for any commendable characteristic that may have been observed during the school week.
- ❖ Children may also be rewarded with stickers etc.

## **Individual Assertive Behaviour Techniques**

- Reward timetables
- Home-school books
- Star charts

## **SEND and pupils with an EHCP**

Our school is committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND), including those with an Education, Health and Care Plans (EHCPs), are supported to engage positively with school life. We recognise that some behaviours may be linked to underlying needs or difficulties, and we will always consider these when applying our Positive Relationship Policy.

- We will make reasonable adjustments to support pupils with SEND to meet behaviour expectations.
- Support may include individualised strategies, additional adult support, targeted interventions, and adjustments to teaching approaches or the environment.
- For pupils with an EHCP, we will ensure that the strategies outlined in the plan are implemented to the best of our endeavours, and we will work with parents, carers, and external agencies to regularly review provision, where appropriate.

**However, it is important to note that:**

- All pupils are subject to the school's positive relationship policy, including those with SEND or an EHCP.
- Having SEND or an EHCP does not mean a pupil is exempt from the school's expectations, rewards or sanctions.

**Where behaviour poses a risk to the safety and well being of pupils, staff, or others, the school has a duty to act. This may include the use of sanctions, including suspension or exclusion, in line with DfE guidance (Behaviour in Schools 2022: Suspension and Permanent Exclusion 2022)**

Our approach is to balance the needs of the individual with our responsibility to maintain a safe, calm and positive learning environment for all. We will always aim to work in partnership with families, recognising the importance of consistency between home and school.

# **School Rules**

## **BE READY**

- **For school;** We have the correct uniform and take pride in our appearance.
- **To learn;** We focus, concentrate and work hard.
- **To play;** We enjoy our breaktimes, using kind words and actions.

## **BE RESPECTFUL**

- **Of ourselves;** We are kind to ourselves, try to achieve well and bounce back from failure.
- **Of others;** We treat others with kindness in our words and actions.
- **Of property;** We respect others property, our school and community.

## **BE SAFE**

- **We care for ourselves and others and let someone know when we are worried.**
- **We walk around school, always on the left.**
- **We use our building and resources safely.**

***It is assumed that parents who accept a place for their child at Much Woolton will accept the rules and standards as laid out and will encourage their child to support and follow them.***

## **Unacceptable behaviour**

This is behaviour which is unpleasant or inappropriate. Pupils will be reminded that their behaviour is inappropriate and be requested to stop. If their behaviour is becoming unacceptable it will then be treated as more serious. Any continuation is unacceptable and this will be escalated.

We work on the principle of 'on the balance of probability.'

Staff are expected to speak with the children in a calm measured and non-confrontational tone. Shouting should be avoided except in exceptional circumstances, when a child may endanger themselves or others.

Children will not be sent to the Head Teacher for unacceptable behaviour except for exceptional circumstances or by previous arrangement. If the usual procedures have failed, then a red card will be sent to the Head Teacher or Deputy which will bring them to the classroom

## **Restorative Practice and Reflection:**

This practice describes a way of being, an underpinning ethos, which enables us to build and maintain healthy relationships, resolve difficulties and repair harm when relationships break down. As far as possible children should be able to start afresh. Restorative Practice is used to resolve conflict and think about the impact actions have caused others and what should we do going forward. Our restorative conversations with children involve three steps that aim to develop and restore relationships between children and adults following a behaviour incident. They promote and encourage a whole school climate of respect where children are encouraged and supported to be honest and willing to accept responsibility.

A conversation will follow the following format:

1. What happened? Children are asked to give their version of events.
2. Who has been affected by this? Children are asked to reflect on who was involved and may be affected.
3. What needs to happen now? Children are involved in choosing when and how to restore relationships.

## **Whole School**

If a child is found fighting then immediate reflection will be given. The child will miss the next playtime, supervised by a member of SMT.

## KS1/KS2

Immediate reflection will take place after an incident.

A daily reflection session during a break and lunchtime for 15 minutes as and when required by the class teacher. Children whose behaviour does not fall in line with the school policy - causing wilful damage of property, displaying threatening behaviour and language to other children and there has been a referral from phase leader following continuous low-level disruption, will be in reflection with a member of staff. Parents will be contacted.

If a child has 3 reflection sessions they will spend a lunchtime with a senior leader.

**Children cannot be on reflection for not completing work or homework. If a child has not completed work during the lesson, the class teacher can keep the child in at play to complete or may require this to be completed at home.**

## Suspension and Exclusion

A final decision to suspend or exclude a child will be taken by the Headteacher or Head of School, if allowing the child to remain in school would seriously harm the education, safety or welfare of the pupil or others in the school. The Department for Education's statutory guidance is referred to in any decision to exclude a child from school.

The headteacher must inform parents, governors, and the local authority without delay.

Parents have the right to make representations to the governing body and, if upheld, to an independent review panel.

When considering any form of exclusion, the Headteacher must consider whether the exclusion is

- **Lawful** – following statutory guidance and procedure.
- **Reasonable and fair** – with decisions evidence-based.
- **Proportionate** – permanent exclusion should be the last resort.

## Representing the school/ Roles and responsibilities.

If a child is involved in a violent incident or using inappropriate language it is at the discretion of a member of Senior Management if the child participates in any immediate competitions.

## Behaviour outside of the school day and outside of school premises

Families and children should be aware that they are subject to this policy also when outside of the school day and away from school premises, under the following circumstances:

**1. If a child's behaviour is unacceptable and has a serious impact on the school community, the safety of pupils/staff, or the reputation of the school.**

Examples include:

- Bullying or assault of another pupil outside school.
  - Serious criminal activity.
  - Online abuse of staff or pupils.
  - Behaviour on the way to and from school (including public transport).
- 2. If a pupil's actions outside school are unlawful (e.g. violence, drug-related activity, theft, hate crime), the school may view this as grounds for permanent exclusion if it significantly affects relationships, safety, or trust within the school.**

**Prohibited items, confiscation and searching of property.**

**The DFE states:**

The school doesn't need your child's consent to search them if they think your child has prohibited items, including:

- weapons, e.g. knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, e.g. cigarettes
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

These things can be confiscated.

Code of Conduct		
Stage of indiscipline procedure (This list is not exhaustive)	Person	Action/ Consequence
Stage 1: <ul style="list-style-type: none"> <li>▪ continuous disruption of lessons/ repeatedly answering back</li> <li>▪ Swearing (with intent)/obscene or inappropriate actions reported by a child</li> </ul>	Class teacher	<ul style="list-style-type: none"> <li>▪ Reminder of class/playground rules.</li> <li>▪ Reflection – Restorative Practice</li> <li>▪ Child removed from the situation sent to parallel class</li> <li>▪ Child may miss out on an activity</li> <li>▪ Contact parents - verbally</li> <li>▪ Speak to class generally through circle time/PSHE</li> <li>▪ Move place</li> <li>▪ Use behaviour chart</li> <li>▪ Record on CPOMS</li> <li>▪ Finish work during playtime/home if behaviour has led to work not being finished.</li> <li>▪ Positive redirection, highlighting the good others do.</li> <li>▪ Staff to speak about consequences of their behaviour.</li> <li>▪ Class teacher to monitor behaviour</li> <li>▪ Repositioning within the classroom</li> </ul>
Stage 2: <ul style="list-style-type: none"> <li>▪ Continual incidents of bullying</li> <li>▪ Continual poor behaviour at playtime</li> <li>▪ Continual disruption in class</li> <li>▪ Swearing heard by an adult</li> <li>▪ Deliberately throwing objects</li> <li>▪ 3 times on payback</li> <li>▪ Vandalism/ deliberate wilful damage of property</li> </ul>	Phase Lead	<ul style="list-style-type: none"> <li>▪ Contact parents by telephone</li> <li>▪ Child removed from the situation and spoken to about consequences using Restorative Practice</li> <li>▪ Child may miss out on an activity</li> <li>▪ Child removed from the situation sent to parallel class</li> <li>▪ Lunchtime Reflection</li> <li>▪ Immediate reflection</li> <li>▪ Miss playtime or lunchtime</li> <li>▪ Speak to class generally – Circle Time</li> <li>▪ Record on CPOMS</li> <li>▪ Monitor behaviour – keep a behaviour log.</li> <li>▪ Exclusion from school activity/ trips</li> <li>▪ Regular home school communication</li> </ul>
Stage 3: <ul style="list-style-type: none"> <li>▪ Verbal abuse to an adult heard by</li> </ul>	Deputy	<ul style="list-style-type: none"> <li>▪ Exited from the classroom or playground</li> </ul>

<ul style="list-style-type: none"> <li>▪ another adult</li> <li>▪ Injuring another child – head-butting etc</li> <li>▪ Bullying continually – verbally or physically</li> <li>▪ Use of inappropriate language or actions – continual swearing (with intent) sexual /homophobic/racial</li> <li>▪ Stealing money or valuables</li> </ul>	Head/Head of School	<ul style="list-style-type: none"> <li>▪ Contact parents immediately by telephone to arrange a meeting</li> <li>▪ Follow recommendations on SEND Support Plans.</li> <li>▪ Child removed from the situation sent to parallel class</li> <li>▪ Immediate lunchtime/playtime reflection using Restorative Practice with Deputy Head Teacher</li> <li>▪ Head of School/Deputy Head of School to speak to class</li> <li>▪ Lunchtime suspension is necessary</li> <li>▪ Record on CPOMS</li> <li>▪ Support and advise from external agencies.</li> </ul>
<p><b>Stage 4:</b></p> <ul style="list-style-type: none"> <li>▪ Hitting/ abuse to a member of staff</li> <li>▪ Continued misbehaviour where expected improvements are not being made</li> <li>▪ Continual verbal abuse including sexual and homophobic</li> <li>▪ Seriously injuring another child purposely</li> <li>▪ Stealing after Stage 3 consequence</li> <li>▪ Fighting that results in serious injury</li> <li>▪ Bringing the school name into disrepute or endangering the safety of the community through unacceptable or unlawful actions outside of the school day and school premises</li> </ul>	Head Teacher	<ul style="list-style-type: none"> <li>▪ Exited from the classroom</li> <li>▪ Contact parents immediately</li> <li>▪ Record on CPOMS</li> <li>▪ Fixed term suspension Inc. exclusion from lunchtimes</li> <li>▪ Fixed term temporary arrangements with another school</li> <li>▪ Permanent exclusion if necessary where no improvement in behaviour</li> <li>▪ Referral to governors</li> </ul>