St Mary Magdalene & St Stephen's CE Primary School

'I can do all things through Christ who strengthens me'
Philippians 4:13

Behaviour and Relationships Policy

Statement of Intent

As a multi-cultural church school with 'Gold' Rights Respecting schools status, we actively promote a caring, respectful and accepting environment that enables our pupils both within and beyond the classroom. Following the teachings of St. Paul, our school vision of **I can do all things through Christ who strengthens me - 4:13 Philippians** lies at the foundation of everything we do. (*On this we build and foster the virtues of Moral Courage, Compassion, Forgiveness, Thankfulness and Koinonia.)*

Executive Headteacher **Head of School**	Lee Duffy Leoni White	**DSL**	Denese Forde
Approved by	Governing Body	**Approval date**	_____
Next review	September 2027		

1 Purpose and ethos

We teach behaviour deliberately, model it consistently and respond to pupils with dignity. Our aim is a calm, safe and purposeful school in which every child can learn and belong. Our Christian vision and the values of moral courage, compassion, forgiveness, thankfulness and koinonia shape the way we set boundaries, repair harm and help pupils make better choices.

We hold high expectations for all pupils. Fairness does not always mean identical treatment: pupils may need reasonable adjustments and additional teaching or support to meet those expectations. Need may explain behaviour but does not make unsafe or harmful conduct acceptable.

This policy applies on site, during school activities and journeys, and to off-site behaviour that affects pupils, staff, safety, welfare, reputation or the orderly running of the school. It should be read with the Safeguarding, Anti Bullying, SEND, Equality, Attendance, Online Safety, Restrictive Interventions, Exclusions and Complaints policies.

2 Aims

establish simple, understood and consistently taught expectations;
protect learning, safety, dignity and positive relationships;
recognise and reinforce responsible behaviour;
respond predictably and proportionately when expectations are not met;
identify safeguarding, SEND, communication, health or pastoral needs early;
enable reflection, repair and successful return to learning; and
monitor patterns and address any disproportionate impact.

3 Legal and guidance framework

Education and Inspections Act 2006
Equality Act 2010
Children and Families Act 2014 and SEND Code of Practice
Keeping Children Safe in Education 2026
DfE guidance Behaviour in schools
DfE statutory guidance Mobile phones in schools
DfE guidance Searching screening and confiscation
DfE statutory guidance Suspension and permanent exclusion including pupil movement
The Schools Recording and Reporting of Seclusion and Restraint Regulations 2025

4 Rights promises and expectations

Our rights	Our promises
Right to learn	We try our best and allow others to learn.
Right to be heard	We listen and speak respectfully.
Right to make choices	We accept responsibility for our choices.
Right to be safe	We look after ourselves one another and our environment.

Right to play and belong	We are kind fair and inclusive.

Classes establish age-appropriate charters from these shared expectations. Playground, lunchtime, worship, clubs and trips use the same core language. Adults teach routines explicitly, practise them, notice success and correct calmly.

5 Calm routines and silent signals

Consistent non-verbal signals reduce unnecessary noise and language, support attention and make transitions predictable. Staff may use a raised hand for stop, look and listen; a silent finger countdown; and the agreed three-stage table-to-line sequence: one finger stand, two fingers move behind the chair, three fingers line up. Signals will be taught, not assumed, and adapted for pupils who cannot see, interpret or physically follow them.

6 Recognition and Going for Gold

All pupils begin each day on green or above and can succeed afresh each day. Staff use specific praise so pupils understand the behaviour being recognised. The system must be applied without public humiliation, negative labelling or comparison between pupils.

Level	Meaning and response
Green	Ready respectful and safe behaviour. Pupils remaining on green throughout the week are recognised.
Bronze Silver and Gold	Increasing recognition for behaviour that exemplifies effort responsibility kindness and school values. Badges certificates praise and newsletter or worship celebration may be used.
Blue	A reminder and five minutes of supported reflection where appropriate.
Yellow	A repeated or more significant concern and ten minutes of supported reflection.
Red	Serious or persistent behaviour requiring senior leadership involvement and lunchtime reflection or another proportionate response.

Other recognition may include verbal praise, stickers, class awards, Dojo points, prize-box or class rewards, house points, Rights Respecting Pupil of the Week, attendance and punctuality celebration and team rewards. Rewards will not be withheld because a pupil requires a reasonable adjustment.

7 Responding when expectations are not met

Staff will use the least intrusive response likely to be effective. They will consider safety, seriousness, intent, frequency, age, SEND, communication, trauma, disability,

previous support and the impact on others. Responses may move more quickly where behaviour is dangerous or seriously harmful.

Stage	Response
Prompt	Use proximity a silent signal a reminder or redirection.
Warning and choice	Restate the expectation explain the likely response and allow processing time.
Adjustment or relocation	Change support seating task or environment or provide a regulated break.
Reflection	Use the Going for Gold response and help the pupil identify impact and next steps.
Senior response	For serious repeated discriminatory bullying violent or unsafe behaviour involve SLT and inform parents as appropriate.
Plan and review	For recurring concerns assess need agree a support or behaviour plan and review impact.

A pupil may be required to redo incomplete work, repair damage where appropriate or restore a disrupted environment. Responses must be educational and proportionate, not degrading or purely punitive.

8 Removal from a classroom

Removal is a serious response used only where necessary to maintain safety or restore an orderly learning environment after other strategies have been attempted, unless the behaviour is so extreme that immediate removal is required. It is not the same as a brief planned regulation break.

- A senior member of staff will authorise or oversee removal under the school's agreed arrangements.
- The pupil will be supervised in a suitable space and provided with meaningful education as soon as practicable.
- The reason, duration, location, support and return plan will be recorded on CPOMS.
- Parents will be informed on the same day where the removal is prolonged, repeated or follows serious behaviour.
- Removal will not become informal exclusion or be used routinely for pupils whose unmet needs require additional provision.
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9 Recording and communication on CPOMS

Staff will record serious incidents, safeguarding concerns, bullying, discriminatory incidents, violence, repeated patterns, removal from class, suspensions and

restrictive interventions on CPOMS using the appropriate category. The record will be factual and chronological and include context, pupil voice, action, parent communication, support and review.
Low-level classroom correction does not require a CPOMS entry unless it forms part of a concerning pattern or agreed plan. Staff must not wait for repetition before recording a serious incident. Restrictive interventions are recorded under the separate policy and CPOMS is the sole official restraint record.

10 Roles and responsibilities

The Head of School will

- establish and communicate a consistent behaviour culture;
- support staff and ensure induction training and ongoing development;
- ensure safeguarding and SEND duties inform decisions;
- make suspension and permanent exclusion decisions; and
- report anonymised patterns and outcomes to governors.

Teachers and support staff will

- teach routines and expectations and apply this policy consistently;
- build respectful relationships and make reasonable adjustments;
- intervene in unsafe harmful or discriminatory behaviour;
- record and communicate concerns through agreed systems; and
- seek leadership or specialist support when concerns persist or escalate.

Pupils and parents or carers will

- understand and support the school expectations and home school agreement;
- share relevant needs or changes and work with agreed plans;
- raise concerns respectfully through the class teacher senior leaders or Complaints Procedure; and
- avoid online or in-person conduct that undermines safety or dignity.

The Governing Body will

- set the principles underpinning behaviour and hold leaders to account;
- review anonymised behaviour suspension exclusion equality and safeguarding information; and
- carry out its statutory functions in relation to exclusions and complaints without directing individual day-to-day sanctions.

11 Pupils with SEND disability and other needs

The school will anticipate and make reasonable adjustments, while maintaining safety and ambitious expectations. Staff will consider whether behaviour arises from a disability, communication difficulty, sensory need, mental health need, trauma, medical condition or unmet special educational need and whether additional assessment is required.

visual timetables first-then supports communication systems and clear processing time;
individual targets positive reinforcement flexible timing and planned regulation spaces;
adapted language reflection and restorative work;
Behaviour Support Plans risk assessments or Positive Handling Plans developed with pupils parents and professionals; and
advice from educational psychology speech and language therapy occupational therapy CAMHS early help or other services where appropriate.

Adjustments will be explained to peers only where necessary, appropriate and respectful, without disclosing confidential information. They must be reviewed for effectiveness and impact on the pupil and others.

12 Trauma informed and relational practice

Staff use empathy, curiosity, co-regulation and predictable boundaries. Public shaming, sarcasm directed at a pupil and humiliating sanctions are not acceptable. Trauma-informed practice does not mean permissive practice: adults protect others, name the harm, maintain boundaries and help the pupil repair and rejoin the community.

Restorative conversations are developmentally appropriate and used when calm and safe. A harmed pupil will not be forced to meet, apologise to or forgive another pupil. Restorative work will not replace safeguarding action or a proportionate consequence.

13 Bullying discrimination and child on child abuse

Bullying and prejudice-based incidents are addressed under the Anti Bullying Policy and recorded on CPOMS. Sexual violence or harassment, harmful sexual behaviour, exploitation, coercion, serious online abuse and other child-on-child abuse require the Child Protection and Safeguarding Policy. Harmful conduct will not be dismissed as banter or an inevitable part of growing up.

14 Mobile phones and personal devices

Pupils must not use mobile phones or personal smart devices during the school day. Only pupils in Years 5 or 6 who travel to or from school independently may bring a non-smart phone. It must be switched off and handed to the school office on arrival, stored securely and collected at the end of the day.

Unauthorised devices or use may lead to confiscation under the school's published arrangements. Reasonable adjustments for a disability or medical need will be considered individually. The school is not responsible for avoidable loss or damage to a device brought on site.

15 Searching screening and confiscation

Searching will be undertaken only by authorised staff and in accordance with current DfE guidance, safeguarding duties and the pupil's dignity. The Head of School and authorised staff may search for statutory prohibited items and items identified in this policy where the relevant legal conditions are met. Searches, reasons, outcomes and parent notification will be recorded where required.

The school prohibited list includes knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes or e-cigarettes, fireworks, pornographic images and any article reasonably suspected to have been or be likely to be used to commit an offence, cause injury or damage property. Additional banned items include smart devices brought contrary to this policy and items posing a foreseeable safety or serious disruption risk.

Staff must not intentionally view suspected illegal sexual images. The DSL will be contacted immediately and current safeguarding guidance followed. Confiscated items will be retained, returned, disposed of or passed to police as the law and guidance require; they are not automatically destroyed or permanently withheld.

16 Reasonable force and restrictive intervention

Staff have a legal power, not a blanket duty, to use reasonable force in specified circumstances. Any force must be necessary, proportionate, the least restrictive effective option and used for the shortest time. It must never be punishment. Staff will follow the Restrictive Interventions and Reasonable Force Policy, including CPOMS recording, parent reporting, medical checks and review.

17 Suspension and permanent exclusion

Only the Executive Headteacher, the Head of School, or the person formally acting as headteacher, may suspend or permanently exclude a pupil. Suspension may be used for a serious breach or persistent breaches of this policy where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. Permanent exclusion is a last resort and requires a serious breach or persistent breaches and serious harm to education or welfare.

The decision will be lawful rational reasonable fair and proportionate and based on the civil standard of proof.

The Head of School will consider SEND disability safeguarding contributing factors and whether reasonable adjustments and suitable support were provided.

A suspension cannot be converted into a permanent exclusion. A later permanent exclusion may be issued only as a separate decision where further evidence justifies it.

No pupil may be suspended for more than 45 school days in one school year.

Parents the local authority and Governing Body will be notified and education arranged in accordance with the current statutory guidance.

The Governing Body will carry out its review duties and parents will be informed of representation and independent review rights.

18 Monitoring and review

Leaders will review CPOMS and other behaviour information at least termly, including patterns by pupil group, protected characteristic, SEND, location, time, type, removal, restrictive intervention, suspension and exclusion. They will examine whether responses are consistent, support is effective and any group is disproportionately affected. Governors will receive anonymised information sufficient for assurance and challenge.

19 Approval

Co-chair of Governors	_____	**Signature**	_____
Head of School	Leoni White	**Signature**	_____
Date	_____	**Next review**	September 2027

20 Key references

Department for Education Behaviour in schools
Keeping Children Safe in Education 2026
Department for Education Mobile phones in schools
Department for Education Searching screening and confiscation
Suspension and permanent exclusion statutory guidance effective 26 July 2026