



St. Wilfrid's Catholic Primary School

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Policy Title: Behaviour- Positive Relationship Policy 2025-2026
Date of approval: 15 Oct 25
Approved by: Local Governing Committee
Date of next review: September 2026

Rationale

St. Wilfrid's Primary School believes that the Catholic ethos of our school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. All parents and staff must help the pupils through the gradual process of growing in self-discipline, in an environment, where authority, fairness and love prevail.

Parents are the first educators of their children and it is expected that they will play a full role in the positive behaviour and discipline of their children. As a Rights Respecting school, we believe every child has the right to an education.

The quality of relationships throughout the school is of utmost importance to:

- Enable teachers to teach and pupils to learn
- Raise self-esteem and promote pupil confidence
- Provide a harmonious atmosphere and co-operation between pupils and adults
- Encourage self-discipline and responsibility towards people and property
- Develop understanding of, and a tolerance towards all people's differences.

Aims of the Positive Relationship Policy:

- To value each other and develop mutual respect
- To fulfil all legal requirements
- To provide an orderly, fair, consistent and safe environment
- To provide an environment where effective teaching and learning can take place
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences
- To develop a whole school approach to behaviour
- To apply appropriate discipline when pupil conduct falls below the standard which could reasonably be expected
- To build a community where all feel valued, safe and secure
- To safeguard the rights, interests, safety and security of all pupils, recognising especially the needs of vulnerable pupils

The school recognises that pupils need:

- Regular attendance
- Access a safe, stimulating environment
- To feel valued



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- To be offered an appropriate, well balanced curriculum with realistic expectations
- To have exemplary role models
- To develop an understanding of right and wrong and be able to make choices which are for the good of the community.

Roles and Responsibilities

The Local Governing Committee, alongside the Head Teacher, are responsible for reviewing and approving the written statement of behaviour principles.

The Local Governing Committee will also review this Positive Relationship Policy in conjunction with the Head Teacher and monitor the effectiveness of the policy, holding the Head Teacher to account for its implementation.

Staff

The school recognises that staff need:

- To be able to teach with minimal disruption
- To be supported by a clear and consistent implementation of the Positive Relationship Policy
- To work in partnership with parents
- To be supported by school staff, governors and other agencies
- To be valued, consulted and informed

Staff are responsible for:

- Implementing the policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents when it is appropriate
- The senior leadership team will support staff in responding to behaviour incidents

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following:

- Religious Education Curriculum
- RSHE Curriculum
- Citizenship
- Celebrating achievement, recognising social progress
- Links with the community
- Pupil Voice/School Council/Safe Squad/Laudato Leaders/Sports Council/Mini Vinnies
- Play Leaders
- Rainbows

Parents

The school recognises that parents need:

- To know that their children are safe and are going to be treated fairly



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- To be welcomed into school as partners in their children's education
- To be well informed and involved with their child's life in school
- To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school

Parents are expected to:

- Support the school in the implementation of this policy.
- Be aware of the school rules and expectations
- Support their child in adhering to the footsteps
- Ensure they support our staff with behaviour issues (including school uniform)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Encourage independence
- Foster good relationships with the school
- Discuss any behavioural concerns with the class teacher promptly

Pupil Code of Conduct

Pupils are expected to:

- Work to the best of their abilities and allow others to do the same
- Follow instructions of all adults in school
- Behave in an orderly and self-controlled way
- Show respect to all members of staff and each other
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow the SMART rules to help stay safe online.

Behaviour Management

All staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the 3Bees (see below)
- 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 both verbally and non-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

The 3Bees



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The 3Bees have been developed in collaboration with the pupils, staff and wider community and are rooted in our distinctive Catholic ethos and school mission:

1. Be Safe
2. Be Respectful
3. Be Responsible

Encouraging and Recognising Positive Behaviour and Relationships

Pupils will be expected to show good learning behaviours. A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018).

- Being able to name emotions and express them with increasingly accurate vocabulary
- Is able to manage the impulses of personal behaviour
- Shows pride in successes
- Focuses on learning in class and can articulate this
- Attentive to directions, listening to the teacher
- Organises time and space for own learning
- Talks purposefully with peers, valuing other opinions
- Persevere when things are difficult
- Concentrating and working hard
- Being empathetic and supportive of others
- Understanding that making mistakes helps them to learn
- Being able to reflect on successes and how to improve
- Thinking 'outside the box' to solve problems
- Able to take a risk in their learning and try new things

Teaching staff can facilitate this through:

- High expectations
- Using the 'five-a-day' approach to quality teaching
- Effective classroom organisation and management
- Appropriate curriculum to ensure pupils are engaged, motivated and challenged.
- Establishment of effective relationships
- Pupils taking ownership of routines
- Acknowledging good behaviour
- Emotional intelligence, teaching the language of feelings
- Embedding school policies and agreed strategies

More specifically pupils must be taught:

- To walk on the left when moving around the building
- To be polite to adults and other children
- To support other children
- To empathise with each other
- To develop strategies to deal with upsetting or aggressive behaviour



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- To report incidents of bullying behaviour involving themselves or others

Pupils who use appropriate behaviours must be encouraged and rewarded.

1. Notice the Unnoticed

Adults in school will provide verbal praise to identify and recognise pupils who are following our school rules. The adults will aim to 'notice the unnoticed' praising the child demonstrating the behaviour while providing a role-model of the behaviour to others.

2. Positive Role Models

As a part of 'noticing the unnoticed' the sharing of good examples of behaviour, attitudes, work etc. with other children and staff is strongly encouraged. Pupils are always welcome to visit other adults in school to share positive incidents.

3. Dojo Points

All pupils from Reception class up to Year 6 are given Dojo Points for positive behaviour. Parents can look at the points their child has achievement through the Dojo app.

4. Certificates

Weekly 'star of the week' certificates will be given out to a child each week in class. Teachers should nominate pupils based on a demonstration of positive school rule following that occurred during the week.

3Bee Certificates are given out by Senior Leaders to pupils who have demonstrated one of our values.

5. Home – School Links

During the week, staff are encouraged to pass on positive behaviour messages with home via Class Dojo.

Response to Low-Level Behaviours

Picking Up Your Own Tab

When dealing with low-level negative behaviours adults will 'pick up their own tab' by following the below strategies. Pupils will not be sent to another member of staff in order for behaviours to be sanctioned. Pupils will not be stood outside classrooms, offices etc to rectify behaviours. Once a negative low-level behaviour has been stopped and the below steps taken, the adult should demonstrate forgiveness and the ability to move forward from the situation. While certain low-level behaviour may need to be recorded on CPOMs at the discretion of the involved adult, they do not need to be directly reported to the class teacher / member of the senior leadership team etc. The adults in our school will endeavour to be:

- Forgiving
- Unshockable (staff not displaying a positive or negative reaction to low-level behaviour)
- Persistent
- Calm
- Fair



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1. Visible Consistency – Visible Kindness

Adult will ensure all the above methods for encouraging positive behaviours and relationships are being used with and around the child demonstrating the low-level behaviours. Adults will take opportunities to recognise the required positive behaviour when demonstrated by the child or others.

2. The Drip Effect – Being Relentlessly Bothered

Pupils who do not respond to 'Visible consistency – Visible kindnesses may need more individual focused attention from the adult. This comes in the form of a drip effect with the adult finding ways to build a positive relationship with the child through:

- Verbal praise
- Messages home
- Certificates
- Stickers
- Work on display
- Work shared with others
- Given a specific job
- Time to chat
- Extra responsibility

This list is not exhaustive, the adult should be proactive in building a relationship with the individual child – what do they respond to?

30 Second Intervention

Low level negative behaviour should not be allowed to further disrupt learning / activities. The 30 second intervention recognises the behaviour and gives the child the opportunity to correct it.

30 second intervention (following the below script as a guide)

1. "I notice you are ..."
2. "It was the 'Bee' about ... that you have broken"
3. "Do you remember last week when you ... (share example of positive behaviour with the pupil)"
4. "That is who I need to see today (that version of you). Thank you for listening."
5. Adult will then move on and will not allow for engagement

Advanced Assertiveness

Advanced assertiveness is not only about what the adult says, but how they say it. At no point should an adult be 'shouting' at a child. Adults should be aware that the tone and their body language in which they speak and behave will have an impact on the reactions of the child.

Two Minute Time Out and Repair

A two-minute time out and repair will be carried out in response to a situation in which the '30 Second Intervention' and 'Advanced Assertiveness' did not result in the child correcting their behaviours. The time out and repair should happen in private and when a child is calm. It will be a discussion between the adult and child reflecting on the low-level disruptive behaviours



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Response to High-Level Behaviours

High-level negative behaviours may include but are not restricted to:

- Use of discriminatory language
- Physical assaults
- Swearing
- Persistent low-level negative behaviours
- Bullying
- Refusal to follow 3Bees
- Behaviour that puts themselves or others at risk of harm

This is not an exhaustive list and may also be dependent on the age of the child/ren involved. Incidents of high-level disruptive behaviour should always be recorded on CPOMs and reported to a member of the Senior Leadership Team. Incidents of high-level negative behaviours will always be reported to parents or carers.

School responses to high-level negative behaviours will always involve the parents or carers and may include:

Team of Trusted Adults

A team of adults are used to support the child and class teacher. They are available to support during breaks and lunches, provide short time outs from class, share positive behaviour with etc.

Reflection Time In

If all parts of the policy has been followed and a child is still choosing to be disruptive, the child may need additional time to reflect during a social period of the day.

Spots and Stars Chart (Year 2 and KS2)

A spots and stars chart (see appendix) allows the child, parents and a team of trusted adults to track a child's behaviour. It is made in agreement with the team of trusted adults and the child at the beginning of the period to be tracked. It will last for a specified period of time e.g. 1 week. The child must collect either a spot or a star at the end of each session. The aim is to receive an agreed number of stars to allow for a specified reward. The chart should highlight any areas in which the child needs extra support e.g. a child who consistently receives spots during lunchtime may need a trusted adult for those sessions. The chart should be shown to a nominated trusted adult (not the class teacher) at the end of each day. The trusted adult will take this as an opportunity to reflect on the spots and stars received that day and which behaviours the child wishes to demonstrate the next day.

Ping Pong Jar (Early Years and Year 1)

Younger children who demonstrate high-level negative behaviours will be given the 'Ping Pong Jar'.

At the beginning of the day a reward will be agreed between the child and the adult working with them that day. Each positive behaviour shown by the child will be rewarded with a ping pong ball to add to the jar. The child receives the reward if the jar is filled.



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The jar should be shown to a nominated trusted adult (not the class teacher) at the end of each day. The trusted adult will take this as an opportunity to reflect on the ping pong balls received that day and which behaviours the child wishes to demonstrate the next day.

Internal Exclusion

The Headteacher or member of staff authorised by them may exclude a child who is due to represent the school at a sporting event, match or other event or who is due to participate in a residential activity or day visit as a sanction.

Exceptions with Regard to Special Educational Needs and Disability (SEND)

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.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or when travelling to or from school when in our care. Sanctions will be appropriate to the age and ability of the child in discussion with parents/guardians.

Exclusions

Exclusions guidance is based upon current Local Authority (LA) and DfE guidance, which sets out responsibility of Head Teacher, Local Governing Committee and the LA. Exclusions will not be used if there are alternative effective solutions available (e.g. reparation, which enables a pupil to redress the harm that has been done, internal exclusion, managed move) Only the Head Teacher has the authority to exclude and will notify parents/carers within one school day by telephone or letter.

Details/records of incidents are kept, and exclusions reviewed by the Local Governing Committee. Exclusion will only be used for serious breaches of school policy, e.g.

- Verbal abuse
- Violent or threatening behaviour
- Persistent, defiant, disruptive, unsafe behaviour
- Racist or homophobic abuse
- Bullying

The school will take reasonable steps to set and mark work for pupils during the first five school days of exclusion, and alternative provision will be arranged from the sixth day. Parents will be required to attend a re-integration meeting regarding pupil's fixed period exclusion.

In the event of a very serious incident, the Head Teacher will aim to contact the parent(s)/carer(s) immediately and the immediate exclusion may come into force in line with DfE guidance.

Permanent Exclusions

Permanent exclusion is an extremely serious step and will be used only in the most rare and extreme of cases. This can arise for an accumulation of fixed-term exclusion or as a result of a very serious one-off offence.



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Serious one-off offences may include:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Exclusions will not be used for:

- Minor incidents
- Poor academic performance
- Non-attendance, lateness

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher 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 child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

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

Please refer to Positive Handling for further details.

Pupil Transition



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To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). 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.

Training

Staff are provided with training on managing behaviour as part of their induction process. Behaviour management will also form part of continuing professional development.

Appendix 1

Legislation and Statutory Requirements:

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:



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Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Appendix 2

Definitions

Low-level behaviour 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

High-level behaviour is defined as:

- Repeated breaches of the school 'footsteps'
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation towards another person
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

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 belongings of another, any use of violence
Racial	Racial taunts, graffiti, gestures
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



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Cyber-bullying

Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

Appendix 3:



Spots and Stars Chart

Week Beginning: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
08:40 – 10:30					
10:30 – 10:45					
10:45 – 12:10					
12:10 – 13:00					
13:00 – 14:10					
14:10 – 15:20					

At the end of each session you are responsible for collecting either a spot or a star

This week I must collect _____ stars each _____ to receive _____

Monitoring arrangements

This policy will be reviewed by the Head Teacher and Local Governing Committee annually.

Revision Record of Published Versions			
Author	Creation Date	Version	Status
Mrs G Trood and Mrs K Binney	October 2025	1.0	For approved at LGC meeting on 15/10/25