St. Monica's
Catholic Primary School

'Let Trust, Respect and Love live here.'

Behaviour Policy

Reviewed and Adopted:-

Summer 2026

PHILOSOPHY

Every child is a unique gift from God, with his or her own unique gifts.

“At St. Monica’s, we strive to ensure that all children are offered the opportunity to develop to their full potential in individual, educational, moral, social, intellectual and spiritual needs.”

“Our school aims to be a living community of work and prayer.”

We believe in supporting all staff, teaching and non-teaching, in meeting their individual needs and developing the staff as a team.

INTRODUCTION

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Restorative Practice aims to build the St Monica’s community and to repair and strengthen relationships within this community.

The school embraces Restorative Practices as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

AIMS AND CONSIDERATIONS

The Governors wish to clarify, for the information of all parents, the aims of the school in matters of behaviour, and the procedures employed if and when problems concerning discipline do arise.

‘Our aim is to create and maintain a secure, welcoming and rewarding environment for all, in which good standards of behaviour, discipline and learning can flourish.’

Children are at the centre of our school life.

- We help them to love God and other people.
- We value everyone in our family, Parish, and community.
- We teach and encourage everyone to develop their spiritual, academic, and moral growth.
- We have fun and enjoy learning.

We recognise the importance of a positive approach to the behaviour of the children in school. To quote the Restorative Foundation:

‘Restorative Principles provide a highly effective framework to build learning communities that are respectful, inclusive and engaging. Explicit practice, and language that is consistent, form the basis of healthy relationships; the heart of well-being, achievement and success.’

Our staff work hard to foster a positive and caring environment for the pupils, in which all are treated fairly and consistently.

ROLES

The Governing Board
The governing board is responsible for reviewing and approving the written statement of behaviour principles (see below). The governing board will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher
The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles. The Headteacher will ensure that the school environment encourages positive behaviour, that staff deal effectively with inappropriate behaviour and will monitor, with the support of the Senior Leadership Team (SLT), how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff
Staff are responsible for:
• Implementing the behaviour policy consistently
• Modelling positive behaviour
• Providing a personalised approach to the specific behavioural needs of particular pupils
• Reporting behaviour incidents to members of SLT, where appropriate. SLT will support staff in responding to behaviour incidents.

Parents
Parents are expected to:
• Support their child in adhering to the school rules
• Inform the school of any changes in circumstances that may affect their child's behaviour
• Discuss any behavioural concerns with the class teacher, SLT or Headteacher promptly
• Report any major concerns or incidents of bullying to the Headteacher or Deputy Head Teacher.

RESTORATIVE PRACTICE PHILOSOPHY

Effective Restorative Practice fosters awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

BEHAVIOUR EXPECTATIONS

At St Monica's we live by three Rights. (Appendix A)

We believe that everyone has:

- The Right to be Safe
- The Right to Learn
- The Right to be Respected

STATEMENT OF BEHAVIOUR PRINCIPLES

At St Monica's;
• Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
• All pupils, staff and visitors are free from any form of discrimination
• Staff and volunteers set an excellent example to pupils at all times
• Rewards and sanctions are used consistently by staff, in line with the behaviour policy
• The behaviour policy is understood by pupils, parents and staff
• Pupils are helped to take responsibility for their actions
• Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of Behaviour Principles is reviewed and approved by the full governing board every two years in conjunction with the Behaviour Policy

ROUTINES

In order to ensure the smooth running of a school, there needs to be clear structures which underpin the rules and reinforce expectations for staff and pupils. A detailed list of these can be found in Appendix B.

To ensure lessons are not unnecessarily interrupted, mobile phones and any other electronic devices are prohibited. If a pupil needs to bring a device into school, it will need to be handed in to the school office at the start of the day and collected at the end. Any device found on a pupil during the school day, will be confiscated.

STRATEGIES FOR ENCOURAGING GOOD BEHAVIOUR

GOOD RELATIONSHIPS ARE BUILT ON CREATING A MOMENT OF SUCCESS AND THEN NOTICING IT LOUDLY.

A number of strategies are employed at St Monica's to encourage and maintain good behaviour. A detailed explanation can be found in Appendix C.
Examples of these are:

- Positive praise
- Stickers
- Dojo points
- Certificates
- Notes home

- Class rewards

POSITIVE HOME/ SCHOOL RELATIONSHIPS

Pupil's learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning.
- Understanding and supporting school procedures and rules.
- Being willing to support activities relating to school.
- Being aware of their child's role in the community.
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual.
- Being alert and ready to learn.
- Wearing correct school uniform.
- Having correct equipment and an appropriate school bag.
- Communicating openly and respectfully with staff.

ZONES OF REGULATION

Across the school, the Zones of Regulation Approach has been implemented. The Zones of Regulation approach 'teaches children scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state'. (Kuypers, 2011). This approach utilises a variety of tools and strategies for regulation including: prosocial skills, self-care and overall wellness. Children explore tools and strategies for, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation approach provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development. The Zones of Regulation creates a systematic approach to teach regulation by categorising all the different ways we feel, and the states of alertness we experience into four concrete-coloured zones. The overall aim across the school year is for the children to become more independent in self- regulation, while also honouring and respecting each child and their unique self.

The zones are as follows:

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation or terror when in the Red Zone. A loss of control.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however you are described as having more control when in the Yellow Zone.

A person may be experiencing stress, frustration, anxiety, excitement, silliness or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings, such as when a person feels sad, tired, sick, or bored.

All of the zones are natural to experience, but the approach focuses on teaching children how to recognise and manage their Zone based on the environment, its demands and the people around them. Children are celebrated for using their 'tools' to manage and regulate their emotions, either through praise or recognition.

TAKING RESPONSIBILITY

At St Monica's, we believe that pupils should take responsibility in making amends for their actions. We also believe that the most successful interaction with pupils is when it refers to the rules and therefore not directly aimed at the pupil personally. Strategies will be used to encourage pupils to improve their behaviour, such as highlighting good behaviour and looking for opportunities to re-establish the relationship with the child, such as helping them with their work or addressing the under-lying cause of the behaviour. If these strategies are unsuccessful then the 'Reflective Levels' system will be used which is detailed in Appendix E. Once a child reaches Reflective level 4 or beyond, a further 'Restorative Conversation' (as listed in Appendix E) will take place to ensure that the pupils can acknowledge how their actions have affected others and they will have the chance to agree a suitable consequence and to rebuild relationships. Examples of these are:

- Verbal apology
- Letter of apology
- Missed playtime to complete a 'Reflection' form - (Appendix F)

Where formal interventions are needed and parents are invited into meet with the class teacher (or a member of the SLT) it might be agreed that further interventions to support the pupil should be implemented. Examples of these are:

- Home/ School Book
- Regular Phone calls to parents or carers
- Regular meetings with parents or carers
- Individual behaviour charts

CHALLENGING BEHAVIOUR

In the event of serious incidents, where there are concerns of threatening or actual violent behaviour and no other method of de-escalation has been successful, Positive Handling strategies will be used as a last resort by trained members of staff. Please see our Positive Handling Policy for more information.

USE OF MOBILE PHONES

St Monica's is committed to safeguarding and promoting the welfare of children. The welfare and well-being of our pupils is paramount. This section applies to all individuals who have access to personal mobile phones on site. This includes staff, governors, volunteers, committee members, children, parents, carers, visitors and contractors. More details can be found in the staff, governor, child, parent and visitor code of conduct

Personal Mobiles - Staff

- Staff are not permitted to make/receive calls/texts during contact time with children.
- St Monica's is a mobile phone environment. Use of personal phones (inc. receiving/sending texts and emails) should be limited to non-contact time when no children are present e.g. in office areas, staff room during school hours. DSL/DDSL carry mobile phones on their person due to needing authenticator to access CPOMS.
- Staff should have their phones on silent or switched off and out of sight (e.g. in the staff room or classroom locker) during class time.
- There may be circumstances in which it's appropriate for a member of staff to have use of their phone during contact time. Staff should speak to the Headteacher or Deputy Headteacher, who will decide on a case-by-basis whether to allow for special arrangements. For instance:
    - For emergency contact by their child, or their child's school
    - In the case of acutely ill dependents or family members

  If special arrangements are not appropriate then emergency contact should be made via the school office.
- It is also advised that staff security protect access to functions of their phone using a secure pin code
- Staff are not at any time permitted to use recording equipment on their mobile phones, for example: to take recordings or images of children
- Legitimate recordings and photographs should be captured using school equipment such as cameras, tablets and the school mobile phone.
- Staff should report any usage of mobile devices that causes them concern about a staff member to the Headteacher.
- Any concerns about children using mobile phones should be reported to the DSL.

Personal Mobiles - Pupils

St Monica's is a mobile free environment and phones are not permitted for use during the school day however there are some circumstances where phones are permitted in school under the following conditions;

- Pupils may be given permission to bring mobile phones into school if they are walking to or from school without parents (usually years 5/6 only).
- The phone must be handed in to the school office at the start of the day.
- The phone is left at the owner's own risk and school is not responsible for loss or damage.

- Consent forms are signed by parents before the phone handed to the school office.
- Phones must not be taken on school trips/visits.
- Children are not permitted to bring in any other communication devices, such as smart watches, that could be used to record sound or images, or send or receive messages.

Breaches of the above conditions could lead to the school confiscating the device and withdrawing permission for the child to bring their phone into school. If a device is confiscated it will be held in the school office and will need to be collected by a parent or carer.

Where mobile phones are used in or out of school to bully or intimidate others, then the Headteacher, Deputy Headteacher or members of the SLT has the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site.'

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.
Such conduct includes, but is not limited to:

- Youth-Produced Sexual Imagery
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Parents/carers
While we would prefer parents not to use their mobile phones while at school, we recognise that this would be impossible to regulate and that many parents see their phones as essential means of communication at all times. We therefore ask that parents/carers usage of mobile phones, whilst on the school site is courteous and appropriate to the school environment. Please also remember that your child will want to greet you at the end of the day and share their news, so please try to be 'available' as they come out of their classroom.

Mobile phone use is not permitted when parents or carers are waiting in the school Office as this is a working environment.

It is not permissible for parents to take photographs or videos at any time whilst on the school premises.

Staff will challenge other members of staff/governors/volunteers/visitors/parents/ contractors who use their mobile phone whilst children are present. This will then be reported to the Headteacher or Deputy Headteacher and dealt with in accordance with the appropriate school policies.

SEARCHING PUPILS

In some circumstances, screening and searching pupils may be necessary. If this is the case, then the following points should be noted:
• Search without consent is allowed in school for statutory prohibited items (weapons, alcohol, illegal drugs, stolen items, tobacco/vapes, fireworks, pornographic images or items a school rule identifies as being an item which may be searched for). If a pupil refuses to consent to a search for non-statutory items (like sweets or phones), the school applies standard disciplinary sanctions instead of forcing a physical search.

• Where possible, other staff should be present to assist or to act as a witness.

HARMFUL SEXUAL BEHAVIOUR

Children and young people typically display a range of sexualised behaviours as they grow up. However, some may display problematic or abusive sexualised behaviour. This is harmful to the children who display it as well as the people it's directed towards. Hackett's continuum presents sexualised behaviour as a range from 'normal' to 'inappropriate', 'problematic', 'abusive' and 'violent' (Hackett, 2010).

Abusive behaviours are:
• Intrusive behaviour.
• May involve a misuse of power.
• May have an element of victimisation.
• May use coercion and force.
• May include elements of expressive violence.
• Informed consent has not been given (or the victim was not able to consent freely).

Violent behaviours are:
• Physically violent sexual abuse.
• Highly intrusive.
• May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator.
• May involve sadism.

Any allegation or sign of harmful sexual behaviour must be referred immediately to the Designated Safeguarding Lead (DSL) for a robust safeguarding assessment. Please see our Child Protection Policy for more information regarding Child-on Child Abuse.

EXTREME CASES

In the most serious cases, where all interventions have failed or where behaviour is dangerous or a threat to another child or member of staff, we may use exclusions. We do not wish to exclude any child from school, but sometimes this may be necessary. Please see our policy for Suspensions and Exclusions.