



St Mary's Catholic Primary School
Ysgol Gynradd Gatholig Y Santes Fair
Milford Road, Newtown, Powys,
SY16 2EH
Headteacher: S Ruggeri



Relationships and Behaviour Policy

Reviewed and approved by the Governing Body:	28 th September 2026
Next Review Date:	Autumn Term 2027
Signed by Governor representative	
Status:	Statutory
Review:	Annual
Version: 003 [previously Pupil Discipline Policy]	



Our Mission Statement

"Love one another as I have loved you....
By this all men will know that you are my disciples"
John 13. 34

Status

Statutory

Rationale

At St Mary's Catholic Primary School, we believe that every person is created in the image and likeness of God and is therefore entitled to be valued, respected and loved as a unique individual. This belief lies at the heart of our Catholic ethos and shapes every aspect of school life. Rooted in Gospel values, we recognise that every child is unique and deserving of dignity, care, belonging and the opportunity to flourish.

At St Mary's, we believe that positive behaviour grows from positive relationships. Rather than focusing solely on rules and sanctions, our approach is centred on creating a culture where every child feels valued, respected, understood and supported to succeed. We are committed to providing a happy, nurturing and inclusive environment where all members of our school community can thrive academically, socially, emotionally and spiritually.

Our approach to behaviour is built upon positive relationships, consistent adult behaviours and high expectations for all. We believe that behaviour is everyone's responsibility and that children are most successful when they feel safe, respected and secure. Through quality teaching, meaningful relationships and a shared commitment to our Catholic values, we encourage children to become confident, compassionate, respectful and responsible individuals.

We strive to inspire a love of learning through a curriculum that engages curiosity, promotes challenge and encourages children to persevere when learning becomes difficult. We want our pupils to take risks, embrace new experiences and understand that mistakes are an essential part of learning and growth. Through guidance, forgiveness and restorative practice, we support children to reflect on their choices, repair relationships and move forward positively

By maintaining high expectations and a consistent approach, we create an environment where children develop self-discipline, resilience and respect for others. We believe that every child deserves the opportunity to succeed and to become the very best version of themselves. Our aim is that every pupil leaves St Mary's not only with the knowledge and skills they need for the next stage of their education, but also as a caring, confident and responsible individual who understands both their own worth and the value of others.

Through our commitment to the principles of **Ready, Respectful and Safe**, we seek to ensure that every child is known, valued and loved, enabling them to flourish and become the person God created them to be.

Relationship with other policies

The effectiveness of this policy is relevant to all of the school's policies and should be read in conjunction with them

Catholic Values and Gospel Principles

At St Mary's, our approach to behaviour is rooted in the teachings of Jesus Christ and the belief that every person is created in the image and likeness of God. Our behaviour expectations of being **Ready, Respectful and Safe** reflect the values of the Gospel and guide the way we learn, work and live together.

We are Ready

We use our gifts and talents responsibly, work and persevere when things are difficult. We recognise that learning is a privilege and strive to do our best in all that we do.

"Whatever you do, work at it with your heart". Colossians 3:23

We are Respectful

We treat everyone with dignity, kindness and compassion. We value differences, show empathy and follow Jesus' example of love, service and forgiveness.

"Love one another as I have loved you". John 13:34

We are Safe

We make choices that protect ourselves and others. We care for our school environment and ensure that everyone feels physically, emotionally and spiritually safe.

"Do to others as you would have them do to you." Luke 6:31

Gospel Values in Action

We encourage pupils to:

- Show kindness, compassion and respect.
- Demonstrate honesty and integrity.
- Take responsibility for their choices.
- Forgive others and seek forgiveness.
- Serve others with generosity and humility.
- Stand up for what is right.
- Support those who are vulnerable or in need.
- Care for God's creation.

Forgiveness, Reconciliation and Fresh Start

Forgiveness lies at the heart of our faith and our approach to behaviour. We recognise that everyone makes mistakes and that mistakes provide valuable opportunities for reflection, learning and growth. Following the example of Jesus, we teach our pupils that whilst poor choices may have consequences, those choices do not define who they are.

We recognise that behaviour may be influenced by a pupil's age, maturity, disability, additional learning needs, communication difficulties or social and emotional needs. Reasonable adjustments will be made, where appropriate, to ensure that expectations and responses are fair, equitable and inclusive.

At St. Mary's:

- Every child is valued.
- Every child deserves the opportunity to make things right.
- Every child deserves a fresh start.

Through restorative conversations and reconciliation, pupils are supported to:

- Reflect honestly on their actions.
- Understand the impact of their behaviour.
- Take responsibility for their choices.
- Repair relationships.
- Seek and offer forgiveness.
- Learn from mistakes.

We believe that forgiveness is not about ignoring wrongdoing; it is about helping children put things right and move forward positively.

"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you".
Ephesians 4:32

Aims of the Policy

This policy aims to:

- Promote a calm, consistent and positive approach to behaviour.
- Ensure all children understand and uphold our expectations of being Ready, Respectful and Safe.
- Create a culture where positive behaviour is celebrated.
- Develop pupils' self-regulation, resilience and responsibility.
- Promote restorative approaches to behaviour.
- Ensure all adults take responsibility for behaviour and follow-up concerns.
- Create an environment where all children feel safe and able to learn.
- Encourage kindness, empathy and mutual respect.
- Work in partnership with parents and carers.
- Enable every child to flourish academically, socially, emotionally and spiritually

Our School Expectations

Throughout the school day, all members of our community are expected to be:

Ready

- Arrive prepared for learning.
- Listen and follow instructions.
- Engage fully in learning.
- Persevere when learning is challenging.
- Take pride in their work

Respectful

- Treat others with kindness and courtesy.
- Listen to understand.
- Value differences.
- Care for our environment and resources.
- Show good manners

Safe

- Make sensible choices.
- Follow school routines.
- Keep themselves and others safe.
- Use equipment appropriately.
- Help create a calm and secure environment

These expectations apply at all times, including lessons, breaktimes, lunchtimes, educational visits and when representing the school in the wider community.

Roles and Responsibilities

Staff Responsibilities

All staff will:

- Greet pupils warmly and positively each day.
- Meet pupils at the classroom door.
- Build strong, positive relationships with children and families.
- Start interactions positively.
- Be fully prepared and organised.
- Maintain high expectations.
- Model the values of being Ready, Respectful and Safe.
- Address concerns calmly and consistently.
- Treat all pupils and colleagues with dignity and fairness.
- Recognise and celebrate positive behaviour.
- Remember that every day is a fresh start.
- Create a culture where all children feel valued and respected.

Pupil Responsibilities

All pupils will:

- Be Ready, Respectful and Safe.
- Be positive role models for others.
- Make good choices and take responsibility for their actions.
- Treat others with kindness, respect and courtesy.
- Work cooperatively and support one another.
- Engage fully in learning and allow others to learn without disruption.
- Follow instructions and school routines.
- Help to keep themselves and others safe.
- Contribute to a happy and positive school community

Parent and Carer Responsibilities

Parents and carers will:

- Treat all members of the school community with respect.
- Raise concerns calmly and appropriately through the school.
- Attend meetings and consultation evenings.
- Work in partnership with the school to support positive behaviour.
- Listen to and consider all information before making judgements about incidents.
- Engage with support offered by the school when concerns about behaviour are identified.

Governor Responsibilities

Governors will:

- Support the implementation and review of this policy.
- Provide challenge and support to ensure the policy is applied fairly and effectively.
- Offer strategic guidance on behaviour and inclusion matters.
- Monitor the impact of the policy on pupil wellbeing, behaviour and outcomes.
- Uphold the school's Catholic ethos and commitment to ensuring every child can flourish.

Consistent Adult Behaviour

Strong relationships between staff and pupils are vital. Adults are expected to demonstrate:

- Calmness.
- Kindness.
- Empathy.
- Consistency.
- Professionalism.
- Reflective practice.
- Positive language.
- High expectations.

Staff will avoid confrontation, maintain pupils' dignity and focus on solutions rather than blame.

We uphold the principle that it is not the severity of a consequence that changes behaviour, but the certainty, consistency and quality of the adult response. Children thrive when boundaries are predictable and adults respond calmly, fairly and respectfully. By ensuring that expectations are consistently applied by all staff, we help pupils feel safe, supported and able to make positive choices.

Teaching, Modelling and Reinforcing Behaviour

At St Mary's, we:

- Identify** the behaviour we expect.
- Teach** the behaviour explicitly.
- Model** the behaviour consistently.
- Practise** routines and expectations regularly.
- Notice** positive behaviour.
- Celebrate** success.

Children are taught explicitly what being Ready, Respectful and Safe looks like across all areas of school life.

Emotion Coaching and Relational Practice

We recognise that behaviour is often the communication of an underlying need or emotion. Staff use relational and trauma-informed approaches to help children:

- Recognise and name emotions.
- Understand their feelings.
- Develop self-regulation skills.
- Make positive choices.

Emotion Coaching involves:

- Recognising the emotion.
- Validating the feeling.
- Reinforcing expectations.
- Supporting problem-solving.

This approach supports emotional readiness and emotional resilience.

Restorative Practice

When behaviour falls below expectations, our focus is on restoration rather than punishment.

Restorative conversations help children:

- Reflect on what happened.
- Understand the impact of their actions.
- Take responsibility.
- Repair relationships.
- Make positive choices moving forward.

Questions may include:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What could you do differently next time?
- How can we put things right?

Recognising and Celebrating Positive Behaviour

Positive behaviour should receive the greatest attention.

Recognition may include:

- Specific verbal praise.
- A smile, thumbs up or high five.
- Positive messages home.
- Stickers and certificates.
- Special responsibilities.
- Sharing work with other staff.
- Celebration Assembly Awards.
- Displays of excellent work.

Consistent Consequences

When behaviour falls below expectations, staff will respond calmly, respectfully and consistently.

Step 1 : Reminder

A gentle reminder of the expected behaviour.

Step 2: Warning

A clear warning and opportunity to make a better choice.

Step 3: Reflection

A structured opportunity for the pupil to regulate, reflect and prepare to re-engage with learning.

Step 4: Restorative Conversation

An opportunity to repair relationships and learn from the incident.

Step 5: Follow-Up

Involvement of the Headteacher, parents/carers and/or targeted support where concerns persist.

Consequences may include:

- Reflection time.
- Completing missed learning.
- Repairing damage caused.
- Loss of an appropriate privilege.
- Parent/carer involvement.

Consequences will always be proportionate, respectful and focused on learning rather than punishment

Behaviour Support Plans

Some children may require additional support to meet our expectations.

Where appropriate, a Behaviour Support Plan will be developed in partnership with:

- The child.
- parents/carers.
- School staff.
- External agencies where appropriate.

Behaviour Support Plans will:

- Include pupil voice
- Identify strengths and needs.
- Set clear targets.
- Outline support strategies.
- Promote consistency across school.
- Be reviewed regularly.

Serious Behaviour Incidents

Some incidents are of such significance that they require an immediate response from the Headteacher. Examples may include:

- Physical aggression.
- Persistent defiance.
- Bullying.
- Racist incidents.
- Discriminatory language or behaviour.
- Sexual harassment.
- Deliberate damage to property.
- Behaviour that places the safety or wellbeing of others at risk.

Where a serious behaviour incident occurs, the Headteacher will be informed immediately. The incident will be investigated, recorded and managed in line with this policy. Parents/carers will normally be informed as soon as possible and involved in discussions regarding next steps and appropriate support.

The school's response will take account of the nature and seriousness of the incident, the age and needs of the pupil, any relevant contextual factors and the potential impact on others. Wherever appropriate, restorative approaches will be used to repair relationships and support learning from the incident.

In some circumstances, additional support, a Behaviour Support Plan, involvement of external agencies, or alternative provision may be required. For serious or repeated breaches of the school's behaviour expectations, sanctions may include a fixed-term suspension. In exceptional cases, where a pupil's behaviour poses a significant risk to the safety, wellbeing or education of others, permanent exclusion may be considered.

Where behaviour presents a safeguarding concern, the school's safeguarding procedures will take precedence, and appropriate referrals will be made in line with the Child Protection and Safeguarding Policy.

Restrictive Physical Intervention

St Mary's is committed to using positive relationships, de-escalation and restorative approaches as the primary means of supporting behaviour. However, on rare occasions, physical intervention may be necessary to prevent harm. All staff receive PRICE (Protecting Rights in a Caring Environment) training. This training promotes:

- Dignity and respect.
- Person-centred support.

- Positive Behaviour Support.
- Trauma-informed practice.
- De-escalation strategies.
- Safe and proportionate intervention.

Physical intervention will only ever be used:

- As a last resort.
- When necessary and proportionate.
- To prevent harm to the child or others.

Following any incident:

- Parents/carers will be informed.
- Records will be completed.
- Appropriate restorative follow-up will take place.

Working in Partnership with Parents/Carers

Positive relationships between home and school are essential.

Parents and carers are encouraged to:

- Support the school's expectations and values.
- Maintain open communication with staff.
- Share information that may help us support their child.
- Attend meetings when required
- Celebrate their child's successes.

Together, we can provide the consistency and support that children need to succeed.

Monitoring and Review

The effectiveness of this policy is evaluated through the quality of relationships, pupil wellbeing, behaviour data and the school's ability to maintain a calm, safe and purposeful learning environment.

The policy is monitored through:

- Daily observations.
- Behaviour records and data analysis.
- Learning walks.
- Pupil voice.
- Parent feedback.
- Lesson observations.
- Behaviour Support Plan reviews.
- Governor monitoring visits.
- Regular reports to the Governing Body.

The policy will be reviewed annually by school leaders and governors

Conclusion

At St Mary's Catholic Primary School, we believe that every child deserves to be known, valued and loved. Through positive relationships, Gospel values, high expectations and consistent support, we create a community where everyone can flourish.

Together we strive to be:

Ready to Learn

Respectful to All

Safe in Everything We Do

so that every child can become the person God created them to be.