“Have courage, the good seed will grow in the children’s hearts”

Behaviour Management Policy

Date written: September 2026
Date Agreed by Governors: September 2026
Date to review: September 2027

As a Catholic School, we aim to offer our pupils the experience of living and learning in a community founded on the Gospel values.

We believe that a positive approach to behaviour management, based on love and forgiveness, and promoting personal integrity and respect for other people, best reflects our mission statement.

Aims

At Runnymede, we believe that a positive attitude to oneself, to others and to learning greatly improves the likelihood of successful and fulfilling experiences at school and in life in the future. Our aim is to create and maintain a nurturing and happy, environment where children can grow personally, socially and spiritually, as well as academically, and understand the positive contribution they make to the school community as a whole. This is underpinned by a restorative approach to behaviour management.

Everyone associated with the school has a responsibility to be a positive role model to ensure that positive behaviour is maintained through consistently using effective language and restorative approaches when undesired behaviour occurs. It is also the responsibility of the adults in school to facilitate restorative meetings in order for children to learn how to take responsibility for their mistakes and to make amends.

Therefore, the aims of this policy are to:

- continue to strengthen our school community by ensuring that all stakeholders promote our school mission, aims and values and follow the school rules
- actively engage in our shared ethos that promotes positive interactions and relationships
- enable all stakeholders to consider themselves a member of our school community and recognise the part they play and the responsibility they have in making Runnymede a happy place for everyone
- ensure that Runnymede's high expectations of behaviour are clearly and consistently communicated and modelled by all stakeholders
- ensure that children who uphold and maintain Runnymede's high expectations of behaviour are consistently acknowledged and rewarded
- ensure that challenging behaviours and conflict are dealt with restoratively and that the child is held accountable for their behaviour

Objectives

To promote good behaviour by developing; positive communication skills, a thirst for learning, an ability to co-operate and an ability to resolve differences sensibly. These attitudes and behaviours should be promoted consistently, across all year groups, by all members of staff.

- For our staff to promote respect for others by modelling good behaviour,

in their interactions with both pupils and other adults.

- To teach, through the school curriculum, values and attitudes as well as knowledge and skills which will promote responsible behaviour, develop self-discipline and encourage in children a respect for themselves, for other people and property.
- By fostering positive attitudes to create a caring, calm, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To encourage and reward good behaviour rather than simply punish inappropriate behaviour and to provide a range of strategies to cope with challenging situations and poor choices.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To always have high expectations of behaviour and empathy for other's feelings.
  • To ensure that pupils understand what is meant by bullying and ensure that pupils are encouraged to talk about any incidents of bullying to an adult.
- To promote the awareness of parents/carers and support them by providing information about their child's behaviour, both positive and negative.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.
- To create an atmosphere of honesty and trust, taking responsibility for our own actions. • To create a safe, friendly atmosphere where children and staff can work effectively and have opportunity to learn well.

Restorative Behaviour Management

This policy outlines a framework for the behaviour, attitudes, responsibilities and values expected of our whole school community and is underpinned by a Restorative Practice approach. A restorative approach will build and strengthen community by promoting positive interactions and relationships and managing conflict by supporting individuals in taking responsibility for their actions, empathising with others, repairing and ultimately strengthening relationships at all levels.

Restorative Practices empower children and staff to be the best they can be with the ultimate aim of ensuring that the children achieve their personal and academic goals.

What is Restorative Practice?

Restorative Practice (RP) is an emerging Social Science.

Restorative practice guides our relationships, language and behaviours. Restorative practice influences the way we communicate; facilitates a better understanding of our triggers and behaviours; guides how we respond to challenges and how we both prevent, and manage, conflict.

The aim of restorative practice is 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.

Restorative practice and ways of thinking are developing and growing in many primary, secondary and special schools across the UK. An increasing amount of evidence demonstrates a positive impact on improving and sustaining positive behaviour, attendance, attainment and progress. At the heart of this is teaching and modelling positive and effective relationships and restorative conflict resolution skills.

Restorative Enquiry

Restorative enquiry consists of a set of questions that can be used by staff and pupils for a variety of purposes. The questions can help to:

Allow staff/pupils/parents/carers to process a positive or negative incident that happens in school; Structure conversations with each other to support positive mental health (staff and pupils).

Restorative enquiry questions that take us from the past, into the present, and then find a positive way forward. The questions are:

- What happened?
- What were you thinking at the time?
- How did you feel at the time?
- What have your thoughts been since?
- How do you feel now about what's happened?
- Who's been affected by what happened, and how?
- What needs to happen to make things right?
- What do you need in order to be able to move forward?

If restorative enquiry brings out positive experiences, we can substitute the last two questions with:

- What can you/we take from the experience to move forward?
- What do you need in order to be able to move forward?

The structure of restorative enquiry allows us to explore an incident or experience on an emotional level, by asking about thoughts and feelings in a safe way; this builds social capital between staff/pupils and places the emphasis on the problem, not the person. This line of dialogue facilitates a conversation where we can:

- Listen to all sides of a story
- Consider individual thoughts and feelings
- Think about who's been affected and how

- Allow those involved to find their own solution/s

One question that is missing from restorative enquiry is 'Why?'

Instead, the first question helps to establish WHAT has happened as the other person/child sees it. This allows the questioner to be (and appear, authentically) neutral.

If we ask 'Why?', we:

- Invite a defensive response
- Communicate that we have already made a judgement about what's happened • Limit the value of the conversation that follows

Roles and Responsibilities:

Role of staff

- To look for, encourage and reward good behaviour.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To create a safe and pleasant environment.
- To be a good role model.
- To form a good relationship with parents/carers so that the children can see that the key adults in their lives share a common aim.
- To recognise that each child has individual needs.
- To use sanctions clearly and consistently.

Role of parents/carers

- To make children aware of appropriate behaviour in all situations.
- To form a good relationship with school staff so that the children can see that the key adults in their lives share a common aim.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To show an interest in all that the child does in school by valuing personal and social achievements alongside academic achievements.
- To ensure that their child is punctual and in school everyday
- To model good behaviour

Role of the children

- To follow the school rules.
- To adhere to the code of conduct.

Role of the governors

- To agree the guiding principles of the policy.
- To monitor the policy regularly.

School Code of Conduct

Each class works together to follow our school rules and they are displayed in all classes. (See below)

'Work Hard and Be Nice'.

This becomes the basis of the 'Dojo' points reward system and is regularly referred to by staff members to both illustrate and reinforce positive behaviour for learning.

Foundation Stage

Always do your best.
Try to be polite and kind.
Always listen carefully.
Share and care for everything.
Always help to tidy up when you have finished your work.

Key Stage One

Always do your best.
Try to be polite, kind and fair.
Always listen carefully.
Behave safely.
Share and take care of class resources.
Always help to tidy up when you have finished your work.

Key Stage Two

Always do your best to take part in each lesson.
Always listen carefully.
Always let others learn without disturbance or interruption.
Treat other people as you would like to be treated yourself.
Speak to all members of staff, and to other pupils, respectfully.
Behave safely and fairly.
Look after school property, and the property of others.
Remember this guide yourself and follow it at all times.

Recognising and Rewarding Good Behaviour

We expect our pupils to try hard to behave well, give their best effort to their work, make progress and make a positive contribution to our school community. It is important that examples of positive behaviour are valued, recognised and rewarded. It is our aim to 'catch children being good' and reward them in the following ways:

- Staff will take every opportunity to verbally praise good behaviour, particularly making praise comments that are specific, accurate and relevant. Non-verbal signals are equally validating.
- Class Dojos are used to reward good work, good attitudes to learning and good behaviour.
- In KS1 'Bucket filling' will be used to reward good work, good attitude to learning and good behaviour
- All members of staff have responsibility for recognising and rewarding good behaviour.
- In addition, teachers may set up their 'Easy' systems for rewarding good behaviour in class, to run alongside and complement the whole school system (e.g. use of stickers, reward boxes etc.) The system must be explained to supply teachers when necessary (e.g. rewards for tidiest table, homework completion etc.).

Please read 'Reward Summary' for further details.

Graduated Responses to Misbehaviour

This school sees certain types of behaviour as unacceptable and these must always be discouraged. Such behaviour includes:

- Any form of violence
- Bullying (See Anti-Bullying Policy)
- Racial harassment
- Sexual harassment
- Vandalism / Rudeness
- Bad Language
- Uncooperative behaviour (Refusal to follow school rules)

The school community is expected to report such behaviour and to work together to eradicate it. Repeated incidents are reported to the Deputy Head Teacher and they will interview the child and parents and, if deemed necessary, will put the child on 'Behaviour Improvement Plan' which will involve a detail of what occurred, the agreed method of dealing with it.

Generally, mis behaviours will be reported firstly to the class teacher then to the phase leads/assistant heads before the deputy headteacher/ head teacher. Details of serious misbehaviour will also be recorded on CPOMS.

Very serious misdemeanours will involve outside agencies such as Police and Social Care Department and will be recorded on CPOMS. When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies.

In extreme cases, a learner's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

Exclusions

All exclusions will be dealt with in accordance with LA guidance on exclusions. There are four types of exclusion;

1. Internal exclusion – with a member of the SLT.
2. Lunch Time – Short – term exclusion for the lunch time session.
3. Fixed Period – Short – term exclusion for one or more periods up to a maximum of forty-five days in any one school year.
4. Permanent Exclusion – For a serious breach of school discipline when it is not intended that the pupil should return to the same school.

The Head teacher is required to notify the Governors if a pupil is excluded for more than five days in any one term. Please note that in the absence of the Head Teacher a member of the SLT who has been nominated to act on their behalf will also have the authority to exclude.

Whilst a child is excluded from school, they must not enter the school premises unless requested to do so by the school or if your child is re-instated by the School Discipline Committee or Independent Appeal Panel.

The Head Teacher will seek to contact the child personally and a letter will be sent to the home confirming the exclusion and setting out reasons why this action has been taken. The decision can be appealed and Children's Services can provide a copy of "School Exclusions Advice to Parents."

Sanctions

Sanctions will only be used if it is judged that they will act as an efficient method of correcting behaviour. When they are employed, they must match the misdemeanour. It is seen that the most effective sanction is the disapproval of the school community and it is important that they are involved in this way.

Please 'Sanction Summary' for further details.

Support for Parents/Carers

Our school works in partnership with parents/carers in all aspects of their child's learning. Class teachers can offer support to parents/carers in the first instance. Our Pastoral Worker is also a key point of contact. Equally, parents/carers are always involved when their child is at SEN Support of the SEN Code of Practice or has an Education Health Care

Plan.

Equal Opportunities

Runnymede operates an Equal Opportunities Policy which pervades the whole of its life and affects everyone who works there regardless of gender, race, special needs or creed. Fairness and equanimity in treatment is the watchword.

Staff development

The school uses professionals to provide whole school INSET as required and staff are also informed of relevant courses being run locally or through School Improvement Liverpool. Staff are encouraged to attend any relevant network groups and disseminate information to staff in regards to PSHE / behaviour / restorative practise. The behaviour lead, SENDco or other members of staff may also provide in house training. Supply staff are given a copy of the Restorative Behaviour Policy and the rewards and sanctions available to them, are clarified. All staff and visitors are made aware of the policy by the Deputy/ Assistant Head/ SBM who will identify and arrange any additional training if required.

Anti-Bullying

The school will not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Pupils with SEND

Pupils who have a diagnosed condition or who are on the Neuro-developmental Pathway may sometimes find it difficult to meet the expected standards of behaviour, which are laid down in our Good Behaviour Guide. Agreed allowances will be made, in accordance with their needs, and parents/carers will be invited to discuss them (if appropriate), so that clear boundaries and appropriate bespoke systems of rewards and sanctions are put into place.

For further details, see SEND Policy.

Inclusion

Runnymede St Edward's Catholic Primary School is a fully inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school.

Complaints Procedure

If a parent/carer has a complaint about the implementation of this policy, they should firstly contact the Head Teacher for a copy of our complaints policy, or access it online at https://www.runnymedestedwards.co.uk/policies/

Outcomes

Good behaviour is the foundation for a caring, well-motivated and effective community in which the individuals have a clear idea of their self-worth, the worth of others, their roles and responsibilities and the aims which they are striving to achieve. This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and academic and spiritual progress.

Sanction summary

Year Group	Sanction
EYFS	• Verbal warning • 2 minutes time out, in class • 2 minutes time out, in partner class • Miss 5 minutes playtime • Sent to SLT **(record on CPOMS)**
Years 1, 2, 3	• First instance - verbal warning • Second instance - second verbal warning - next to yellow and miss 3 minutes playtime • Third instance – next to red and miss playtime **(record on CPOMS)** • Fourth instance - SLT Involvement **(parents informed and on recorded on CPOMS by class teacher)**
Years 4, 5, 6	• First instance - verbal warning • Second instance – next to yellow - miss 5 minutes of playtime • Third instance - next to red – miss playtime **(record on CPOMS)** • Fourth instance – SLT Involvement **(parents informed and recorded on CPOMS by class teacher)**

Tracking – If a child accumulates 3 recordings during one half-term, parents/carers should be contacted by the class teacher to discuss behaviour.
Immediate – For the rare occasions of hugely poor behaviour, such as physical harm or massively poor conduct, teachers will apply appropriate sanctions and record the incident using CPOMS. *Sanctions may be reasonably adjusted in accordance to the needs/circumstances of individual children

Reward Summary

	Reward	Reason
Individual	Class dojo point *Awards given at differing intervals – 25, 50, 75, 100*	Work Behaviour Attitude
Class	Pom Pom / Marble in the bucket *Golden time achieved when 100 marbles reached*	Work Behaviour Attitude
Individual	Star of week *Prize chosen from prize box*	Work Behaviour Attitude
Individual	Mathematician / Writer / Reader / Scientist of the month *Certificate given as prize during Special Assembly*	Best subject work across the month – work will be shown/explained in assembly and displayed
Individual	Headteacher acknowledgment *Letter/postcard sent home from Headteacher/Deputy*	Attitude towards learning / behaviour / school / others.

	Number of Dojos	Reward
All Years	25	Sticker from Deputy
	50	Certificate
	75	Postcard home
	100	Prize from Prize Box

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Dojo Rewards