



Guardian Angels Catholic Primary School

POSITIVE BEHAVIOUR POLICY

Date Written	September 2026
Chair of Governors (Signature)	Mary Higgins
Head Teacher (Signature)	Helen Milligan
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Links to Other Policies	Safeguarding, Prevent, Anti Bullying, Equality Policy, E-safety
Rights Respecting Links	Article 42 – You have the right to know about your rights. Articles 1 and 2 All children have these rights protected, no matter who you are Article 29 Your right to an education that develops you to the best of your talents and abilities and learn to live peacefully, protect the environment and respect other people Articles 12 and 3 Your right to give your opinion and have adults take it seriously and your right to have adults consider what is best for you Articles 28 and 42 You have the right to a good quality education and to know about your rights Article 37 No one is allowed to punish you in a cruel or harmful way Article 23 You have the right to special education and care if you have additional needs Articles 42 and 9 You have the right to know about your rights and the right to live with a family who cares for you

‘This is what God asks of you: only this, to act justly, to love and to walk humbly with God.’ Micah 6:8

The Staff of Guardian Angels Catholic Primary School aim:

- to be a welcoming community where each member is valued and respected because we are unique in the sight of God.
 - to help everyone in our School Community to grow in the knowledge and understanding of our Catholic Faith and the person of Jesus Christ.
 - to encourage all in our school to reach their full potential within a happy, secure and stimulating Catholic environment.
 - to foster and maintain links with the home, parish and the wider community.
 - Guardian Angels has two guiding principles:
1. All individuals are valued for themselves in the sight of God and so staff and pupils treat each other with respect and courtesy at all times.
 2. All young people have God-given talents and must work hard to develop their potential and make use of their abilities.

We believe that the ethos of our school and the planning of the curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school.

Pupil behaviour is motivated to be 'Christ like' in their dealings with others following our positive behaviour policy. The school has 3 school rules only. These have been made as simple as possible to allow pupils to understand them.

In following these 3 keys to good behaviour, pupils further develop their understanding of what it means to try and follow the teachings and example of Jesus.

For example, the first key to good behaviour is 'Ready'. Children are expected to be ready to serve others, be ready to take responsibility for their own actions as well as being ready to learn.

The second key to good behaviour is 'Respectful'. Children are expected to be respectful to everyone in our school community and beyond.

The final key is 'Safe'.

OUR SCHOOL CHARTER

Ready to learn

Respectful of everyone

Safe in our behaviour

Staff are expected to:

- Establish and maintain clear and consistent expectations and boundaries
- Model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children;
- Be visibly consistent in approaches – not walking by;
- Benefit from a calm and secure environment in which to teach effectively;

- Use Core Values and restorative language to support good behaviour for learning;
- Build positive relationships with the whole school community – discussing any issues with parents and carers in a timely manner;
- Consider the reasons why behaviours are being displayed

Pupils are expected to:

- Show respect to staff, each other and their learning environment
- Always do their best and make it easy for everyone else to learn

Reflect on their actions thinking 'What would Jesus do?'

- Take care of equipment, furniture and surroundings
- Always walk quietly and sensibly around school
- Always come to school on time and in the correct school uniform
- Promote the good reputation of the school in the community, bearing in mind that the code of conduct applies to and from school and on all activities that take place off site.
- Adhere to anti-bullying procedures and report all incidents of bullying to a staff member.

Parents are expected to:

- Be fully informed about the school's Catholic ethos, Core Values and the Positive Behaviour policy;
- Feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's Core Values;
- Be confident that their child is developing personally, socially, morally and academically;
- Keep the school informed of any significant events that may affect their child in school;
- Support the school in developing appropriate behaviour;
- Remain vigilant regarding the use of Social Media and Communication Technology.
- Contact the class teacher if they have concerns. If that concern remains, they should contact phase leader and then the Deputy, or Head teacher.

CONSISTENCY IN PRACTICE

Consistent language; consistent response: Referring to the agreement made between staff and children, simple and clear expectations reflected in all conversations about behaviour - Ready, Respectful, Safe

Consistent follow up: Ensuring 'certainty' at the classroom, middle and senior management level. Not passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. Verbal praise, phone calls/texts home and postcards for above and beyond.

Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

Consistent, simple rules/agreements/expectations referring to promoting appropriate behaviour that are accessible to all through icons, symbols and visual cues and interesting and creative signage.

Consistent respect from adults: Even in the face of disrespectful children!

Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children.

Consistently reinforced rituals and routines for behaviour around the site: In classrooms, around the site, at reception.

Consistent environment: Display the quality of a good Catholic primary school, consistent visual messages and echoes of core values, positive images of children.

REWARDS AND SANCTIONS

We believe that positive reinforcement of appropriate behaviour is the best way to encourage good standards of behaviour. As our children progress through the school they should begin to acquire a set of Christian moral values, on which their own behaviour is based, such as honesty, sincerity, personal discipline, kindness, consideration and responsibility, to be tolerant to others, respecting their feelings, views and property.

- Verbal praise and positive comments and smiling at learners: praise and positive comments will be given readily, making specific comments on good behaviour using the 'values language'.
- Each week the class teacher will identify positive attitudes to learning, and two chosen learners will receive a 'Star Pupil' certificate in our 'Gifts and Talents' celebration assembly.
- Each week the class teacher will identify a pupil who has displayed the Virtues of the half term, and they will receive a 'Virtues' certificate in our 'Gifts and Talents' celebration assembly.
- Learners who have done some great learning will be sent to another member of staff or the Headteacher for rewards and praise.
- Raffle tickets will be used to promote positive behaviour. When a child shows good effort in lessons and work, they have their name written on a raffle ticket. On a Friday, a name is pulled and the child receives a prize
- Saints Points are a whole school reward system and will be used to reward children who, during the school day, display our school virtues, follow school rules or participate in lessons successfully. These are counted weekly and the winning house gets a reward at the end of each half term.

Monitoring and Communication: Bromcom and MyChildAtSchool (MCAS)

At Guardian Angels Catholic Primary School, we believe that the partnership between home and school is essential in nurturing children who flourish academically, socially, and spiritually. To support our core expectations of being **Ready, Respectful and Safe**, we use the Bromcom management system to record both positive and negative behaviour points.

Information regarding your child's behaviour is shared with parents and carers in real-time through the **MyChildAtSchool (MCAS) app**.

1. Celebrating Success: Positive Behaviour Points

We are committed to ensuring that children who consistently make positive choices receive the recognition they deserve. Praise is a cornerstone of our Catholic identity, and the MCAS app allows families to share in these moments of success.

Positive points are awarded throughout the school day—including during lessons, playtimes, liturgies, and extra-curricular activities—for:

- **Living out our School Mission:** Demonstrating our faith in action.
- **Catholic Virtues and Social Teaching:** Showing kindness, justice, and stewardship.
- **Learning Behaviours:** Showing resilience, hard work, and excellent engagement.
- **Ambassadorship:** Representing the school positively within the community.

2. Supportive Intervention: Negative Behaviour Points

We view behaviour as a form of communication. Our approach remains restorative and supportive, aimed at helping children learn and grow. Negative points are recorded to:

- **Ensure Early Visibility:** Parents are informed of low-level concerns as they arise, preventing issues from escalating.
- **Identify Patterns:** Senior Leaders monitor data weekly to identify trends and ensure consistency across the school.
- **Target Support:** If a child accumulates a significant number of negative points, the school will use this data to intervene. This may include reviewing support strategies, involving the SENDCo, and working in close partnership with families to improve outcomes.

3. The Home-School Partnership

While the MCAS app provides an efficient way to track and celebrate behaviour, it is intended to **supplement, not replace**, personal communication. Face-to-face conversations between staff and families remain a priority. We encourage parents to use the information provided via MCAS as a talking point at home, celebrating the positives and discussing ways to overcome challenges, ensuring every child continues to grow in a safe and respectful environment.

All staff are responsible for promoting positive behaviours – address any behaviours you see.

Teachers will also continue to consider the following when awarding stars to children:

- Turn up to school and be on time
- Be wearing the full school uniform smartly throughout the day
- Complete any homework requested and hand it in on time
- Demonstrate excellent behaviour throughout the entire day including playtime and lunchtime

- Have their planner signed by an adult at home every day
- Remember to have the correct PE kit for any PE lessons

“Love one another as I have loved you.” John 16

OUR SCHOOL RULES: READY, RESPECTFUL, SAFE

Ready

- We arrive at school on time, every time.
- We get to lessons on time.
- We wear our uniform with pride and have the right clothes for PE and playing outdoors.
- We make sure we have the right equipment for all lessons.
- We take part fully in lessons and show resilience.

Respectful

- We always listen when an adult is talking.
- We are polite and show good manners to everyone.
- We respect difference and know we are all equal.
- We look after our equipment and share it.
- We look after our environment and never drop litter.
- We queue sensibly in the dining area and always tidy up.

Safe

- We follow instructions – first time, every time.
- We stand up to bullying of any kind.
- We walk sensibly around our school.
- We know who to go to for help and support.
- We stay safe online and outside school.

RESPONSE TO INAPPROPRIATE BEHAVIOUR

On occasions, where a learner finds it difficult to follow our Core Values and positive attitudes and behaviour expectations, adults will:

- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing;
- establish the facts and be non-judgemental;
- remember that quiet, personal, explicit conversations are essential as opposed to general criticism of whole groups;
- provide learners with the opportunity to make amends – repair and restore.

Where necessary, individual learners may need to have personalised behaviour plan, which would be set up in conjunction with the class teacher, phase leader or other Senior Leader. This will be communicated to parents in the form of a face-to-face meeting.

Remember - It is the behaviour which is unacceptable – not the child. Consider the deed not the perceived reputation of the child.

	Steps	Actions
1	Pre-emptive Tactical Ignoring	Focus on a student nearby who is behaving well. "I love how [Name] is ready to learn."
2	Reminder	Minimal acknowledgement of behaviour, eye contact, facial expression, reminder of the Core Values delivered privately, wherever possible. Repeat reminders, if reasonable adjustments are necessary. (Take the initiative to keep things at this stage if needed.)
3	Warning	"I've noticed you are [behavior]. If you continue, you will move to a Last Chance."
4	Last Chance	Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so, and refer to previous examples of good behaviour. Use the 30 second intervention comments: <i>I noticed that you are...(having trouble getting started/struggling to get going/struggling with playing kindly).</i> <i>The expected behaviour you have not shown is...(be kind and loving/be the best you can be/be respectful to everyone and everything).</i> <i>You have chosen to (move to another seat/catch up with your work later).</i> <i>Do you remember last week when you...(got that positive note/did that fantastic learning).</i> <i>That is the behaviour I need to see today...You need to...</i> <i>I expect...(to see your table tidy in 2 minutes)I know you will...</i> <i>Thank you for...(give them take up time)</i>
5	In-Class	Move to a different seat or a "thinking table" within the same room for 5 mins.
6	Phase Time Out	Calm Time will be a short time in phase leaders class, in a thinking space or at the side of the playground. It is a few minutes for the learner to calm down, breathe, look at the situation from a different perspective and compose themselves – it should be short.
7	Repair	This might be a quick chat at break time in the classroom/playground (walk and talk) or a more formal meeting – using restorative language (from restorative 5). What happened? What were you thinking and feeling? Which Core Value were you not showing? Who has been affected – how did it make them feel?How can you make it right? How can you make sure this doesn't happen again? Depending on the behaviour displayed and whether the behaviour is repeated, this step may involve SLT – for time out they should be sent to a SLT member (not sitting on the 'tutting chair'!) The repair may involve 'Community Pay Back', or an imposition (rather than exclusion).

*Any refusal to follow instructions from a member of staff would escalate this behaviour ladder. Phase / SLT should be involved and the child should miss all / part of their next breaktime

**** The school follows the DfE guidance on the use of reasonable force. Staff will only use physical intervention as a last resort to prevent a child from hurting themselves, others, or damaging property. All such incidents are recorded on CPOMS and parents are informed the same day.**

The member of staff who has dealt with the situation records incidents of poor behaviour on CPOMS. This enables staff to monitor behaviour closely and address patterns that may arise. These will be monitored regularly in Pastoral Meetings.

Each incident will be recorded on CPOMS using the following 6 questions:

What happened?

What were you thinking and feeling?

Which Core Value were you not showing?

Who has been affected – how did it make them feel?

How can you make it right?

How can you make sure this doesn't happen again?

***Remember each child has a clean state after each lesson /day /week / 1/2 term**

IMPOSITION

If a child needs to catch up on learning missed - this is sent home or completed at break time with the member of staff covering

The aforementioned rewards, behaviour expectations and sanctions will be enough for the majority of children. However, should it be necessary, the following sanctions will be applied:

Behaviour Plans

Stage 1: Class Teacher Support

Focus: Targeted support for repeated low-level or persistent poor behaviors.

Action: The class teacher will create a personalized Behavior Chart with 2–3 specific, achievable targets (e.g., "I will stay in my seat during independent work").

Monitoring: The child and teacher will review the chart at the end of each lesson or session.

Parental Engagement: The teacher will have an initial conversation with parents to explain the targets and the chart. A copy of the chart or a daily update will be shared so that success can be celebrated at home.

Stage 2: Phase Leader Oversight

Focus: Escalation for behaviors that have not improved at Stage 1 or are more significant in nature.

Action: Oversight moves to the Phase Leader. The Behavior Chart continues, but the child is now required to visit the Phase Leader daily to present their progress and discuss their choices.

Monitoring: The Phase Leader provides an additional layer of mentoring, offering a "fresh start" each day while holding the child to a higher standard of accountability.

Parental Engagement: A formal meeting or call will be held with the Phase Leader and parents to discuss why the behavior has escalated and how home/school strategies can be further aligned.

Stage 3: Senior Leadership Team (SLT) Oversight

Focus: High-intensity, short-term intervention to prevent suspension.

Action: This is the final internal stage before formal suspensions are considered. The child is placed under the direct supervision of a member of the SLT.

Monitoring: This phase is intended to be rapid and short-lived. The child will check in with SLT multiple times a day. Immediate, significant improvement is expected. If targets are met, the child moves back to Stage 2; if not, further disciplinary action may be taken.

Parental Engagement: A mandatory meeting with the Headteacher or a member of the SLT and the parents is required to ensure all parties understand the seriousness of the situation and the immediate risk of suspension.

EXCLUSIONS:

Internal Exclusion

An internal exclusion at Guardian Angels means that a child will complete their set work outside of the classroom that they usually work within. This could be the SLT office or another appropriate area. Only the most senior member of SLT on site can internally exclude. The parents/carers would be informed by a member of SLT sending a letter home. The incident would be logged on the learner's electronic file (CPOMS).

Suspensions.

- If an incident is deemed serious enough to involve suspensions, the Head Teacher will endeavour to contact the parents on the day of the incident.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with the Head Teacher or Deputy on the day that the child returns to school to ensure such events don't reoccur.
- Procedures to appeal against a decision are also clearly outlined in the letter. Guardian Angels School follows guidelines set out in the Department for Education's document (2012) 'Exclusion from Maintained Schools

HOW A SITUATION IS DEALT WITH

If a dispute happens, we will deal with this with:

Care: it should be widely accepted and applied that all children have the right to a hearing, to tell their 'truth', regardless of their mistakes or misdemeanours as hearing 'learner voice' is fundamental.

Consistency: all staff must accept responsibility for maintaining good behaviour throughout the school, and must model the types of behaviour encouraged by the school policy.

Focus on repairing harm, rather than punishment

Using restorative questioning/debrief:

- What happened?
- What were you feeling/thinking at the time?
- What do you think/feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and others?
- Which Core Value/Behaviour Expectation has not been followed?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

These questions are always neutral and non-judgemental; they are about a child's behaviour and its effect on others. It should also be noted that for some children, these questions will need to be asked when they are calmer and therefore not necessarily at the time of the dispute. It should be noted that 'Why' questions should not be used. It is the responsibility of the adult initially dealing with the incident to organise who will be carrying out the restorative questioning/debrief.

Child on Child Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral where appropriate. If the allegation indicates that a potential criminal offence has taken place, the police will become involved.

Parents, of both the student/s being complained about and the alleged victim/s, should be informed and kept updated on the progress of the referral. The Designated Safeguarding Lead will make a record of the concern, the discussion and any outcome using CPOMS.

If the allegation highlights a potential risk to the school and the pupil, the school will follow the school's behaviour policy and procedures and take appropriate action. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

Peer-on-peer or child-on-child abuse will never be tolerated as 'banter' or a 'rite of passage'.

Nurture / Well-Being Groups

In our school team we have staff who support children who have difficulty in controlling their emotions. The children who are the intended focus are those who need support for a range of emotions. Anyone involved with a child may highlight concerns for a child's emotional development.

It is usual and expected that prior to the identified need for referral for a child's behaviour, the class teacher will have been keeping the child's parents informed about the child's behaviour.

Prior to the referral of a child for behaviour management, the class teacher must speak to parents and ensure they agree to their child taking part in the nurture group.

The children meet in small groups, with peers of a similar age. Activities are designed to allow each child to share their feelings and to learn how to manage their emotions. The aim is that the children will be able to recognise the early signs of emotions such as anger and through greater understanding, that they may be more able to then employ strategies to manage him or herself to be calm. Children in these groups will also always have named staff as mentors that they can access easily, who will talk to them daily and they feel they can approach if they wish for support.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and provide, equal opportunities for all our pupils. We aim to take into account cultural background, gender, special needs, and gifted and talented children, both in our teaching attitudes and in the sanctions we use with our pupils.

CONFISCATION OF INAPPROPRIATE ITEMS

What the law allows:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property, as a punishment, and protects them from liability for damage to (or loss of) any confiscated items.

2. Power to search without consent for 'prohibited items' including:

- Knives
- Alcohol
- Stolen items
- Vapes / E - Cigarettes
- Any article that has been or is likely to be used to commit an offence, cause injury or damage of property.

GENERAL PROCEDURES

Lining up

- Hand bell is rung
- Children stop then move immediately to their designated lining up spots, in register order.
- Staff to meet the classes at their spot promptly and ensure lines are quiet before entering the school

Moving around the school

- No groups should move around the school unaccompanied by a teacher.
- All children should enter and leave all rooms in an orderly fashion.
- Teachers will supervise cloakrooms at the changeover of lessons.
- Everyone should walk at all times and keep to the left.
- Courtesy should be shown at all times.
- All teachers should greet children from all year groups, with uniform or behaviour reminders given where appropriate.

In the Classroom

- Teachers should discuss the school rules and how this applies to their classroom contract. The school rules are:

We are ready.

We are respectful.

We are safe.

Routines should be in place for

- Positively entering and leaving the classroom.
- Getting out and clearing away materials.
- Accessing the cloakroom.
- Getting the attention of the class.
- Wet play.

During Lunchtimes

- Encourage positive behaviour by engaging children in games and supporting cooperative and collaborative play.
- Build relationships with children by getting to know children's names.
- If a child *tells*, listen to them.
- Do not threaten disciplinary action straightaway.
- Hear both/all sides before taking action.
- Ensure that all children have a chance to speak and put their point of view.
- Decide on the course of action, using the *right choices* behaviour system and language

In the Hall

- Children line up and enter and leave in silence, with hands joined, accompanied by their teacher.
- Uniform should be checked before going into the hall.
- 'Assembly order' lines are good practice and ensure that children who are likely to chat are not sitting together.
- During assembly, children should sit in silence unless asked to participate.
- If all teachers are not present, they should return before the end of the assembly and provide a reason for non-attendance.

On educational visits

- Children should wear school uniform in so far as it is appropriate.
- Lining up should be in register order.
- Routines used in the classroom should be used when on trips or visits.

