

'Learning to follow in the footsteps of Jesus with our friends, family and Parish'



St. John Paul II Multi Academy Care and Behaviour Policy



September 2025

Abbey Catholic Primary School

Date of last review	September 2025	Review period	Annual
Date of next review	September 2026	Owner	LGB
Type of policy	Statutory	Board approval	September 2025

Summary of Changes	Date
Review of document in line with new positive behaviour strategies	23/9/25
Added restorative approach. Added restorative removals procedures. Added behaviour curriculum. Updated behaviour triangle.	28/2/25

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1. Aims

We strive for all behaviours to follow the example of Christ.

This policy has been written for the staff, pupils, governors and parents of The Abbey Catholic Primary School and any other stakeholders who contribute to the Care and Behaviour policy. It is expected that staff and children will adhere to the expectations set out. Behaviours also relate to behaviours online including outside of school.

- To provide a safe and caring ethos, where Christ is at the centre of everything that we do.
- To develop positive and respectful relationships which fosters fairness, inclusion, connection and respect for all members of the school community.
- To ensure staff feel supported in promoting a positive and nurturing environment that provides security so that children are successful.
- To take a proactive approach showing empathy in understanding the child's needs and reasons behind their behaviour in order to try and support them to self-regulate.
- To ensure protective factors are built to develop resilience and positive outcomes for all so children can identify their strengths and have a positive view on themselves.
- To ensure that reasonable adjustments to policy and procedure can be made to meet the needs of all children, including SEND, whilst maintaining clear boundaries.
- To ensure a 'joined up approach' with all stakeholders to understand behaviour and implement effective support at regular intervals during the school year.
- To implement a clear system of rewards for appropriate behaviour and sanctions for unacceptable behaviour alongside a reasonable and proportionate escalation framework for issuing sanctions.
- To develop skills of staying safe online and reporting incidents to adults.

2. Intent

"We are all created in the image and likeness of God"

At The Abbey, we expect all our pupils to demonstrate the school's mission statement, 'We are learning to follow the footsteps of Jesus with our friends, family and parish', through their actions, words and thoughts.

In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our children to grow into adults who are responsible, respectful, courageous, ambitious and proud individuals.

We believe that behaviour is a key part of this development and that, as children practise behaviours over time, these become habits which positively shape how they feel about themselves and how other people perceive them.

The school intent and mission has been shared with all staff, parents and children.



3. Roles and responsibilities

Governors:

Ratify this policy, keep it under review and measure its effectiveness through data and through challenge to the Principal.

Senior Leadership team and Pastoral Leaders:

The Senior Leadership Team and Pastoral Leaders are responsible for ensuring the policy is consistently applied across the school and that positive behaviour is promoted at all times.

Pastoral support staff

Pastoral support staff will work directly with pupils to develop their emotional intelligence and resilience and support pupils demonstrating disruptive behaviour.

Staff:

Staff will be expected to:

- Build positive relationships with the children and their families.
- Maintain clear boundaries, embed routines and expectations of behaviour.
- Deliver an ambitious and suitably planned curriculum which meets all individual needs, including SEND.
- Respond appropriately to behaviour knowing that all behaviour is a form of communication.
- Deal with incidents of disruptive behaviour by following the school's procedures.
- Promote and reinforce positive behaviour throughout the school.
- Promote online safety.
- Demonstrate the professional conduct that reflects the high expectations which the school has.

Children:

Children are expected to:

1. Stay focused in all lessons. **Attentive and Discerning.**
2. Sit calmly and show good listening. **Attentive and Discerning.**
3. Show kindness through your thoughts, words and actions. **Compassionate and Loving.**
4. Behave as Jesus wants us to. **Faith-filled and hopeful**
5. Show respect as you want to be respected. **Faith-filled and hopeful**
6. Speak honestly. **Eloquent and Truthful.**
7. Complete your work to the best you can, be brave and challenge yourself. **Learned and Wise.**
8. Strive to be an independent and resilient learner. **Curious and Active.**
9. Follow instructions in an orderly, calm and timely manner. **Intentional and prophetic.**
10. Have the right equipment, including uniform. **Intentional and prophetic.**
11. Look after our school and beyond. **Grateful and Generous.**
12. Be polite and well-mannered to everyone. **Grateful and Generous.**

Parents/Guardians:

Parents and guardians are expected to:

- Work in partnership with staff to ensure positive behaviour in school.
- Inform staff of any concerns with regards to their children, or other children in school.
- Respond to concerns raised by members of staff and deal with them appropriately.
- Ensure pupils come to school correctly equipped and prepared to work.
- Regularly check MCAS for updates on their child's behaviour.

4. School Behaviour Curriculum 2025-26

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Phase	Eloquent & Truthful	Learned & Wise	Curious & Active	Intentional & Prophetic	Grateful & Generous	Attentive & Discerning
Expectation	6. Speak honestly.	7. Complete your work to the best you can, be brave and challenge yourself.	8. Strive to be an independent and resilient learner.	9. Follow instructions in an orderly, calm and timely manner.	11. Look after our school and beyond. 12. Be polite and well-mannered to everyone.	1. Stay focused in all lessons. 2. Sit calmly and show good listening.

The behaviour curriculum is integrated into the PSHE curriculum which is delivered through the Peacemakers programme alongside the teaching of the Catholic Pupil Profile (Abbey Values).

Each half-term the Catholic Pupil Profile is introduced, a Pastoral assembly defines the specific learning behaviour of focus and a Peacemakers session explores this further. Pastoral leads will communicate the foci with parents and staff will continue to reinforce expectations throughout the year.

Teachers will also demonstrate these behaviours and ensure children have many opportunities to practise these. For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime.

While this curriculum is intended for all children, it will be applied differently in different year groups depending on age and may be adapted to meet an individual's SEND needs.

5. Responding to Positive Behaviour

The emphasis on behaviour management should always focus on seeking out and drawing attention to the behaviour which we wish to develop. There should be consistent and public praise of good behaviour to reward the pupil who is doing well and encourage others to emulate that behaviour.

Individual rewards:

In class, rewards are given frequently, and include:

- Verbal praise
- Positive behaviour points awarded on BromCom
- Stickers
- Sharing work with another member of staff
- Certificates and achievements (including out-of-school) shared in Celebration assemblies

When pupils achieve a certain amount of positive behaviour points, they will receive:

15 points- Certificate from Pastoral Lead

50 points- Certificate from Vice Principal

100 points- Certificate from Principal

200 points- Praise postcard from Pastoral Lead

250 points- Praise postcard from Vice Principal

300 points- Praise postcard from Principal

400 points- Special reward

Whole class reward:

Abbey Pounds are awarded on a whole class basis by teachers across school whereby classes are recognised for their good behaviour. Abbey Pounds can then be redeemed, at a predetermined amount, for a reward chosen by the whole class democratically. The rewards may be: extra play, golden time, film etc.

6. Responding to Disruptive Behaviour (The Restorative Approach)

When negative behaviours have been presented by a child, the school will aspire to resolve this through a restorative approach (including emotion coaching). This approach is a way of building, maintaining and repairing relationships. It can be used to prevent future conflict and challenging behaviours, or to address conflict or wrongdoing that has already occurred. The school will support children to reflect on their thoughts, feelings and actions throughout a negative behaviour choice along with helping them to repair any broken friendships.

When behaviour standards do not meet the expectations outlined (Section 3)
1. Teacher/staff will use reminders about pupil conduct. These are age appropriate and are 'reasonable' in light of understanding the pupils' SEN profile if required.
2. If the reminders do not see a stop in the poor behaviour, a warning will be given to the pupil. Pupils will be explicitly told "This is your warning" with a clear reminder of the expected change in behaviour. <i>These 'Warning' behaviours may be logged on CPOMS by class teacher if appropriate.</i>
3. Continuation of the behaviour after the warning will result in a final warning. Pupils will be explicitly told "This is your final warning" along with a clear instruction of what is expected. <i>These 'Final Warning' behaviours may be logged on CPOMS by class teacher if appropriate.</i>
4. Continuation of the behaviour after the final warning will result in a restoration removal from the classroom for a period of time. Teacher will fill in the restoration sheet and request removal by recording the disruptive behaviour on BromCom. The pupil will complete a behaviour reflection. <i>These restoration removal behaviours must be logged on CPOMS via the uploading of restoration sheet.</i> Parents will be informed via two methods: Behaviour record on MCAS. Class Teachers will discuss the Restoration sheet <ul style="list-style-type: none"> Class teacher will discuss the behaviour restoration sheet with parents at the end of the school day. (Appendix 1 and 2)
5. Continuation of poor behaviour in the restoration room or a more serious incident that requires longer than 15 minutes will be at the discretion of the restoration room supervisor. If required, the teacher/supervisor in the restoration room will also log an extended restoration removal on CPOMS.
6. A pupil who picks up three or more restoration removals in a week, or for significant incidents at the full of discretion the Principal and by proxy the Senior Leadership Team, will serve Behaviour Reflection time. This will be 5 days of missed lunch play in the restoration room. Parents will receive a letter. (Appendix 3)
Restoration removal summary protocols: 1. Reminders 2. Warning by teaching staff 3. Final warning by teaching staff 4. Restoration Removal 5. Extended Restoration removal for continual or more serious issues. 6. Behaviour Reflection Time <i>CPOMS:</i> These consequence categories are to be used to track removals. Category should be used along with behavioural action category identifying the behaviour breach.

Emotion coaching is an evidenced based practice, adopted by the school, used when responding to children and young people's emotions. It is a way of interacting with children and promoting positive relationships. This strategy helps children feel calmer, understand their emotions, regulate more effectively, and take ownership of their behaviour. The approach supports practitioners to be more sensitive to children's needs when they become dysregulated, to create a more consistent response to children's behaviours and to feel more 'in control' during incidents.

There are four stages of emotion coaching:

- Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone)
- Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
- Setting limits on behaviour ('We can't always get what we want')
- Problem solving with the children ('We can sort this out')

7. Escalation procedures

Levels of support		
Class Teacher	Informal feedback, Informal meetings, Formal meetings.	School Mentor support as appropriate
Pastoral Leaders	Formal Meetings, Behaviour plans.	
Senior Leaders	Formal meetings, Withdrawal from class, Reduced timetables, Suspensions and exclusion.	

8. Suspension and exclusion

We are always aware that the school must be a safe environment for everyone, and behaviour which may jeopardise this has to be addressed. We have identified these main areas of concern -

1. **Persistent disruption (including non-compliance)**- when other people are continually unable to work or play in peace
2. **Persistent verbal abuse** - when other people are continually taunted, threatened or called names due to their sex, race, religion or culture, age or physical, emotional and educational abilities.
3. **Persistent physical abuse** - when other people are continually unable to play or work in safety, due to their sex, race, religion or culture, age or physical, emotional and educational abilities. This includes the use of any weapons.
4. **One-off offences** - Occasionally, a one-off offence may be serious enough to warrant an immediate suspension.

School will seek the support of the Local Authority's Exclusion Team.

9. Harmful sexual behaviours

Harmful sexual behaviour can manifest itself in many ways. This may include:

- Name calling
- Unwanted touching
- Accessing pornography
- Exposure
- Rumours about sexual activity
- Sending/ receiving inappropriate images
- Sexual harassment

Our principle aim when addressing harmful sexual behaviours is to foster the conditions in which our pupils can aspire to and develop safe and healthy relationships, both at school and as they continue

in life. We strive for a culture in which the voice of our young people is central, where pupils feel able to share their concerns openly, knowing that they will be listened to, and that they will not be judged.

The wellbeing of our pupils is always central to our response to an allegation or incident of harmful sexual behaviour. Any young person reporting a concern will be treated respectfully.

Our staff will never promise confidentiality to the young persons as the concern will need to be shared further. The school's Designated Safeguarding Lead will be informed as soon as possible of any incident.

The school uses the nationally recognised Brook's Traffic Light Tool to guide us to; identify, understand and respond appropriately to, any harmful sexual behaviours in young people.

10. Positive Handling

All members of school staff have a legal power to use reasonable and proportional force. This power applies to any trained member of staff at the school. In line with the School's SEND policy, school will make reasonable adjustments for disabled children and children with special educational needs and when using reasonable and proportional force, it will take in to account information regarding the needs of the pupils concerned.

When can reasonable and proportional force be used?

Reasonable and proportional force can be used when necessary to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder or to restrain.

The following list is not exhaustive but provides some examples of situations where reasonable force may be used in this school...

- prevent a pupil leaving the classroom were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- and restrain a pupil at risk of harming themselves through physical outbursts.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. When a decision has been taken that it is necessary to use reasonable and proportional force, trained staff will follow restraint techniques for positive handling. If reasonable and proportional force is necessary, all school members of school staff will endeavour to wear appropriate PPE (Personal Protective equipment).

11. Supporting pupils with SEND

Reasonable adjustments to policy and procedure can be made to meet the needs of all children, including SEND, whilst maintaining clear boundaries.

12. Anti-bullying

The staff and Governors of Abbey Catholic Primary School are committed to ensuring children have a happy time at school, free from harassment or bullying.

Since bullying is a serious issue, yet not necessarily obvious and observable, it needs to be dealt with sensitively and effectively. All children have a right to a secure and safe environment, free from fear and abuse.

Bullying is **a series of repeated** incidents targeting one child (or a group of children) by one or several other children. All staff must be alert to signs of bullying and take immediate action including reporting concerns back to the class teacher.

All children at Abbey Catholic Primary will be made aware of the issues of bullying through assemblies and our Personal and Social Health Education curriculum (PSHE), Circle Times, online bullying workshops/assemblies and participation in National Anti-Bullying Week (Friendship Week).

Several forms of bullying can be identified:

- Physical abuse – pushing, hitting, kicking, biting, spitting etc;
- Verbal abuse – name calling, taunting, teasing etc;
- Emotional abuse – non-verbal signals, being left out of activities;
- Sexual Abuse and Sexual Harassment – sexual comments, remarks, jokes, inappropriate touching and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Taking other people’s possessions without asking;
- Damaging property
- Intimidation of any kind;
- Extortion;
- Racism;
- Homophobia;
- Via electronic means – online bullying via phone, internet.

This list is not exhaustive

In cases of reported bullying, the person who the incident is reported to will:

- Reassure the victim that it is right to tell and that the matter will be handled sensitively.
- Listen carefully to both parties recording as many details as possible.
- Affirm the victim’s self-worth offering comfort and support.
- Confirm the School’s firm policy towards such behaviour.
- Inform a member of the Senior Leadership Team about the incident.

The Senior Leadership Team Member will:

- Decide, in consultation with other staff and the victim whether any support is needed, and if it is indeed bullying.
- Explain fully to the perpetrator the wrong done, in line with the School’s behaviour policy.
- Decide, in consultation with other staff what actions the school will take to discipline the perpetrator.
- Inform the parents verbally or in a letter about the incident and the actions the school is taking to discipline the perpetrator.
- Refer incidents to the Principal as appropriate.
- Inform the Principal and SENCO where necessary.

The Principal will:

- Make arrangements for support programmes when they are deemed to be appropriate.
- Discuss incidents with parents as appropriate.
- Exclude pupils internally or externally from school for serious offences, as and when necessary.

13. Staff training

To ensure the consistent and effective implementation of our Care and Behaviour Policy, all staff will receive regular training and guidance. Training will focus on:

- All teaching and support staff will be introduced to the behaviour policy during induction and will be expected to apply it consistently in their practice. The behaviour policy will be revisited during briefings and staff meetings throughout the school year.
- The use of proactive approaches, such as praise, restorative conversations, and de-escalation techniques, to encourage positive behaviour and reduce the need for sanctions.
- Training will emphasise the importance of supporting pupils with SEND and additional needs to ensure our approach is inclusive and fair.
- Developing skills of staff to respond calmly and effectively to challenging situations, including the use of safe handling practices where necessary and in line with statutory guidance.
- Behaviour management will form part of our CPDF programme, with opportunities for staff to share best practice, reflect on challenges and access specialist advice and CPDF when required.

14. Monitoring and Evaluation

We will regularly monitor our behaviour system for rules/rewards and consequences. Information and feedback regarding the effectiveness of our policy across the school comes from a variety of sources including:

- Informal reports from staff/parents/pupils;
- Feedback from classroom observations;
- Questionnaires from parents/staff/pupils;
- Feedback of screen captures and keyboard typing monitoring from our computer system;
- Weekly meetings between school and Mentor and a Senior leader.
- Feedback/comments from visitors to the school.

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustments when necessary. It will also be used to identify good practice and to provide support and staff development where necessary

15. Review

Parents, children, staff and governors have been involved in reviewing this policy. The policy will be reviewed annually.

Appendix 1





Restorative Sheet (KS1)

Name:

Date:

Duration:

Reason for consequence (teacher):

 What happened?	
 How were you feeling?	
 How can we make it right?	
 What can we do next time?	

Restorative conversation comments (Miss Clinton):

Appendix 2


Restorative Sheet (KS2)

Name: _____

Date: _____

Duration: _____

Reason for consequence (teacher): _____



What happened




What were you thinking or feeling?



Who has been affected



What needs to happen to put it right?



Next time I could...

Restorative conversation comments (Miss Clinton): _____

Appendix 3

Dear PARENTS NAME,

I am writing to you regarding persistent concerns regarding CHILDS NAME's behaviour.

Recently your child has received restorative removals as detailed below:

DATE AND REASONS FOR RESTORATIVE REMOVAL.

These incidents have been discussed with you and the restoration sheets shared. It is important that we continue to work together to promote Good behaviour at Abbey Catholic Primary School.

Due to the continuation of these issues, the decision has been made to issue CHILDS NAME with a 'Behaviour reflection time' consequence. For the next five days your child will spend their lunch breaks in the restoration room. In this time CHILDS NAME will spend time reflecting on how their behaviour needs to improve, a reflection meeting will take place with a member of our Pastoral team before reintegration.

In response to this continuation of behaviours, school have arranged for you to meet with CLASS TEACHER, PASTORAL LEAD or PASTORAL CHAMPION on DATE at TIME. If this time is not convenient for you please contact the school office who will work to agree a mutually convenient time to meet.

Please note that 'Restorative removals', including 'Behaviour reflection time' are a school's disciplinary right, the purpose of this meeting is not to seek permission for these actions to be undertaken.

Yours sincerely,