



# **BEHAVIOUR & RELATIONSHIPS POLICY**

**October 2025**



## **BEHAVIOUR & RELATIONSHIPS POLICY – OCTOBER 2025**

### **Mission Statement**

Our school aims to be a community which reflects real Gospel values of love and forgiveness.

A community in which each individual, child or adult can work and develop in an atmosphere of mutual respect and understanding;

so as to broaden their appreciation of the world, its cultures and its people.

Study - Sanctity – Service



### **School Motto**

Only My Best Will Do. Be Kind To One Another. Amen.



# BEHAVIOUR & RELATIONSHIPS POLICY – OCTOBER 2025

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## BEHAVIOUR & RELATIONSHIPS POLICY – OCTOBER 2025

|                                    |                 |
|------------------------------------|-----------------|
| <b>POLICY WRITTEN</b>              | September 2025  |
| <b>SHARED WITH GOVERNORS</b>       | October 2025    |
| <b>STAFF RESPONSIBLE</b>           | Mrs J McCormick |
| <b>NEXT REVIEW</b>                 | October 2026    |
| <b>STATUTORY POLICY AS PER DFE</b> | Annually        |



## BEHAVIOUR PRINCIPLES

St Sebastian's Catholic Primary School & Nursery is a welcoming, diverse and fully inclusive community, whereby we value each other's health and wellbeing. We value the work and efforts we pursue for the benefit of each other.

Our Behaviour Policy reflects our mission statements, our caring, nurturing, extremely positive ethos and those behaviour principles formed by our governing body, based on a strong emphasis of mutual respect and understanding. These principles are shared with and by pupils, staff and parents who have contributed significantly to this document. Relationships are key to the strength of our Behaviour Policy.

## OUR AIMS

At St Sebastian's, we aim to encourage an atmosphere and environment, which values health and wellbeing, and children feel valued, calm, safe and supported, embrace challenge and are resilient learners. Our curriculum enables our pupils to become good citizens and demonstrate an appreciation, tolerance and acceptance for each other, the school community and the wider world.

We aim to:

- Provide a positive and consistent approach to behaviour.
- Provide a supportive and positive behaviour based curriculum through RE, RSHE, PSHE & P4C.
- Model and promote positive behaviour and attitudes towards school life.
- Recognise and celebrate positive behaviour.
- Encourage respect for all within our school community
- Nurture an understanding and recognition that behaviour is changeable.
- Respond to challenging behavior promptly, predictably and with confidence to maintain a calm, safe learning environment.
- Consider how challenging behaviour can be prevented from reoccurring.

This policy, consistently and fairly applied, will underpin the high expectations of behaviour expected by all pupils at all times.



## **OUR SCHOOL CODE OF CONDUCT**

We want all children to enjoy attending school at St Sebastian's Catholic Primary School & Nursery, happy to play, learn and thrive in a nurturing, caring and supportive atmosphere. We share and live out our key values that are agreed and promoted by the whole school community – children, parents, staff and governors.

We embrace and celebrate:

- Self-Respect
- Respect of others and their views
- Respect for our schools and community environments
- Self-Regulation
- Honesty & Kindness
- Consideration and care
- Co-operation and positive communication
- Reflection

We are proactive in providing comprehensive support:

- Setting boundaries and reinforcing rules
- Developing a shared understanding of expectations
- Positive feedback and meaningful praise
- Meaningful interactive to build self esteem
- Creative, positive relationships
- Maintenance of a positive behaviour culture

## **ROLES**

### **Pupils**

Pupils deserve to learn in an environment that is calm, safe, supported and where they are treated with dignity. In order to achieve and maintain this, our children contribute towards deciding on behaviour standards, expectations, support and consequence processes.

Children are encouraged to share their own experiences of behavior and provide feedback on the school's behaviour culture. All children are supported in achieving the expected standards of behaviour to ensure all pupils, including pupils with SEND, can achieve and thrive both in and out of the classroom

### **Parents | Carers**

Parents / Carers are crucial in helping to develop and maintain good behaviour. The expectation is that they will work in collaboration with school when dealing with their child's behaviour, promoting positive behaviour at home in order to ensure continuity between home and school. Open communication between home and school is actively encouraged allowing any behavioural concerns to be positively supported.

**BEHAVIOUR & RELATIONSHIPS POLICY – OCTOBER 2025****All Staff**

All staff have an important role in developing a calm and safe environment, upholding the whole-school approach to positive behaviour by teaching and modelling expected behaviour, good habits and positive relationships. All staff are expected to communicate the Federation's expectations, routines, values and standards both explicitly through teaching behaviour (RE, RSHE, PSHE & P4C) and in every interaction with children.

**Senior Staff**

Senior staff have been assigned proactive roles in modeling positive behaviour management. The SLT (School Leadership Team) are highly visible, with leaders routinely engaging with pupils, parents / carers and staff on setting and maintaining the behavior culture and an environment where everyone feels safe and supported.

| <b>SENIOR LEADERSHIP TEAM</b> |                     |   |
|-------------------------------|---------------------|---|
| <b>PHASE</b>                  | <b>STAFF MEMBER</b> | <b>ROLE</b>                                     |
| WHOLE SCHOOL                  | Mrs J McCormick     | Headteacher   DSL   LAC   DAL                   |
| EYFS                          | Mrs J McCormick     |   |
| KEY STAGE 1: Y1 & Y2          | Mrs M Rabbette      | Assistant Headteacher   Curriculum & Assessment |
| KEY STAGE 2: Y3 & Y4          | Mrs L Cooney        | Senior Teacher RE & RSHE                        |
| KEY STAGE 2: Y5 & Y6          | Mrs L McCormick     | Assistant Headteacher   DDSL   SENCO            |

Our Senior Leadership Team take a leading role in ensuring that our school community understands expectations and reinforce them through the positive handling of behaviour. We teach our children to be respectful and to be kind to one another so as staff, we must lead by example.

Should there be a repeat or pattern of challenging behaviour, parents may be contacted by SLT to seek their support and input, as the primary caregiver, to discuss ways forward and actions to support improvement.

*In agreeing to our Home–School Agreement, our pupils, parents and teachers are demonstrating our commitment in working together to respect the schools' mission statement and live out our school mottos (see Appendix 3)*

**The Governing Body**

The Governing Body will support the school in the implementation of the policy. They will give advice, when appropriate, to the Head Teacher about disciplinary issues which will be taken into account when decision-making. The Governing Body will also review the effectiveness of the policy.



# BEHAVIOUR & RELATIONSHIPS POLICY – OCTOBER 2025

## POSITIVE BEHAVIOUR MANAGEMENT

We are fluid in our responses to behaviour (positive and challenging) in order to meet the needs of each individual. It is imperative that we are bespoke in our use of diffusion, distraction and redirection strategies to support all within our school community.

Professional development opportunities have enabled staff to implement 'Zones of Regulation'. This whole school approach supports all pupils in developing their emotional literacy, emotional regulation and resilience to 'bounce back' when faced with challenge or adversity. Educating children to understand their behaviour and the reasons for their behaviour is essential if they are to be ready and able to engage in school life and thrive in their learning.

We want children to appreciate the benefits of positive behaviour, to be proactive in the composition of classroom rules - encouraging a democratic approach to the decision making within their school and to lead themselves towards a high standard of self-regulation and self-discipline.

In place are a range of options and rewards to recognise, reinforce and praise positive behaviour and clear strategies to implement for those who require further support in areas such as making appropriate choices and self-regulation.

We ensure, where appropriate, children have time to reflect on the situation away from their peers as part of restorative practice. There are proportionate and fair responses, which may vary according to pupil age, and any special circumstances affecting the pupil.

In certain circumstances, we will work with local agencies (SENISS, ADHD foundation, Social Inclusion, Consortia, Educational Psychology or Together Trust) to assess the needs of pupils who display continuous challenging behaviour:

### LIVERPOOL CITY COUNCIL LEVELS OF NEED

A child and their family's needs will determine the response that is offered. Below are explanations of each level of need - their circumstances and key factors, plus examples of services offered at each level.

|   |   |
|---|---|
| <p><b>LEVEL 1</b><br/>Universal Needs</p>                 | <p>Most children's needs can be met through their family and universal services such as health, education, community, or voluntary agencies and leisure services.</p> <p>Children at Level 1 make good overall progress in most areas of development.</p> |
| <p><b>LEVEL 2</b><br/>Emerging needs   Universal plus</p> | <p>These children and their families have additional or emerging needs that are starting to impact on their daily life. These needs cannot be met through universal services alone and these children and their families require additional support.</p>  |
| <p><b>LEVEL 3</b><br/>Targeted Needs</p>                  | <p>These children and families have multiple unmet or partially-met needs that will likely require regular home visits and targeted interventions to address their support needs. Without additional support, the needs</p>                               |



## BEHAVIOUR & RELATIONSHIPS POLICY – OCTOBER 2025

|   |   |
|---|---|
|   | of the family are likely to increase and escalate, potentially resulting in statutory interventions being required.   |
| <b>LEVEL 4</b><br>Safeguarding & Specialist | <p>These children and families have needs which cannot be met through early help and require specialist support from a statutory service such as Children's Social Care. These include cases where there is 'reasonable cause' to suspect a child is suffering or is likely to suffer significant harm as defined by the Children Act.</p> <p>It also includes concerns relating to 'harmful practices' such as forced marriage or female genital mutilation.</p> |

Where persistently dysregulated behaviour occurs or concerns regarding behaviour arise, staff work in close collaboration with the child, family, colleagues and in some cases, other professionals (Behaviour Management Team, Consortia, Educational Psychology or Together Trust) in order to identify potential triggers or reasons for behaviour, allowing for a more informed understanding of how best to support the individual child in a timely manner.

St Sebastian's Catholic Primary School & Nursery will always consider whether misbehaviour gives cause to suspect that a pupil is suffering, or likely to suffer, harm. Where this may be a case as set out in part 1 of KCSIE, staff will follow the federations Child Protection Policy and speak with the DSL (or Deputy DSL). The appropriateness of pastoral support, an early intervention or referral to children's social care will be considered.

## REWARDS

At St Sebastian's Catholic Primary School, we believe that praise and reward are essential in promoting positive behaviour, self-discipline and mutual respect. Rooted in our Gospel Values and inspired by our school motto, "Only My Best Will Do – Be Kind to One Another", we aim to nurture a community where every child feels valued, encouraged, and motivated to give their very best.

We use praise to celebrate children who consistently demonstrate our expected standards of behaviour both in and out of the classroom, as well as those who go "Over and Above" our high expectations. We recognise that each child develops at their own pace, and rewards are adapted to reflect individual needs, age and stage of development. Some children may require more frequent praise or personalised approaches to help them sustain positive behaviour.

Positive behaviour and demonstration of our high expectations and our mutually agreed rules is to be acknowledged and praised, in doing so, rewards may be in many forms such as verbal praise, stickers, saint house points, DOJO messages to parents and certificates. Children are role models for each other and positive behaviour and self-regulation will be shared within and between classes sympathetically. This emphasises the importance of high expectations and raises the self-esteem and wellbeing of our pupils.



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### Star of the Week

Each week during assembly, one pupil from every class is awarded the 'Star of the Week' certificate. This may be given for positive or improved behaviour, acts of kindness, exceptional effort, or for being a good citizen in line with our school motto.

#### Headteacher's Star of the Week

Each week, a child who has truly demonstrated "*Only My Best Will Do – Be Kind to One Another*" will receive the Headteacher's Star of the Week award. They will be presented with a certificate and take home the Headteacher's Trophy for the weekend to celebrate with their family.

### Saint House Points

Every pupil at St Sebastian's Catholic Primary School belongs to one of our four Saint Houses: St George, St Margaret, St David or St Brigid. The House system fosters teamwork, friendship, and a sense of belonging across the school.

House points are awarded by staff to recognise pupils who:

- Live out our Gospel Values and school motto "*Only My Best Will Do – Be Kind to One Another.*"
- Demonstrate one or more of our **4Rs**:
  - **Be Ready to Learn** – showing enthusiasm, focus and a positive attitude in lessons.
  - **Be Responsible** – making good choices, taking care of property and showing honesty and integrity.
  - **Be Respectful** – showing kindness, good manners, and care for others, staff and the school environment.
  - **Be Resilient** – persevering with challenges, learning from mistakes and keeping a positive growth mindset.
- Show exceptional effort, perseverance, or progress in their learning.
- Carry out acts of kindness and helpfulness within school life.
- Represent the school positively, whether in class, during collective worship, or in the wider community.

House points are collected weekly and the totals are shared during Celebration Assembly. The winning house receives an extra playtime that week.

Each term, the overall Saint House Champions are announced and celebrated, with a special reward for the winning team. This system encourages every child to work collaboratively, be proud of their efforts and live out our shared values through their daily words and actions.



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### Golden Postcard

Once each half term, one or two children per class receive a Golden Postcard sent home by post. This special recognition celebrates exceptional effort, positive attitude, or contribution throughout the half term and provides a lovely surprise for both children and their families.

### Additional Recognition

Staff may also choose to recognise collective achievements, for example:

- Whole-class compliments from other staff.
- Shared celebrations during assemblies.
- Displaying pupils' work as examples of excellence.

Through all forms of praise and reward, we aim to nurture in every child a sense of pride, belonging and purpose — helping them to grow in confidence, kindness and faith, always striving to give their best in the light of Christ.

## ANTI-BULLYING, SEXUAL VIOLENCE AND HARASSMENT BETWEEN CHILDREN

St Sebastian's Catholic Primary School & Nursery's ethos is to promote a culture of awareness, tolerance and inclusion. We actively encourage and educate children to welcome difference, embrace diversity and strive to provide them with a safe and supportive environment that is free from intimidation.

We have established a school culture of acceptance, tolerance and respect through our strong Catholic ethos. Continuous staff meetings, assemblies, class and parent meetings, interventions, newsletters to families and the school website establish a positive climate at school; reinforce positive social interactions and inclusiveness. We build bullying prevention material into the curriculum and school activities, timetabled through the school year. Our interventions and initiatives include Anti-Bullying Week, Philosophy for Children and Think Yourself Great.

We work with our children, to ensure they recognise the consequences of their actions, and are supported to change their attitude, behaviour, and the way they use technology.

Where bullying or sexual violence and harassment between children is suspected, the following procedure will be followed:-

- Teachers will discuss this with all children involved, to assess the situation.
- Senior Leads will carry out further investigations with all children
- Senior Leads, with class teacher, will arrange meetings with parents of the victim and perpetrators.
- Where appropriate, a Sexualised Behaviour Risk and Support Management Plan will be completed. Parents and the young person concerned should be part of the plan, along with key agencies / professionals involved. Schools may discuss the behaviours with other professionals involved with a child or family as part of the assessment process. This may also include consultation with relevant



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Early Help teams, School Improvement Liverpool officers or with Children's Services and/or the Police.

- A record will be kept of all meetings and all notes will be uploaded onto CPOMs.
- A resolve between the children will be sought. If appropriate, a pledge will be signed by children – for improved behaviour towards others.

If bullying or sexual violence and harassment continues:

1. Children involved will be closely monitored
2. Parents will continue to be closely involved.
3. Governors will be informed.
4. In some cases – sanctions of suspension and exclusion will apply.

We are responsible for responding to behaviour that could be considered sexually inappropriate. We take all safeguarding matters seriously and when deemed necessary, will report to the relevant agencies, including MASH (Multi Agency Safeguarding HUB) and the police.

## USE OF SOCIAL MEDIA

Bullying online, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. Online bullying and harassment is often linked to discrimination, including on the basis of gender, gender identity, race, faith, sexual orientation or special educational needs and disabilities. Like other forms of bullying, this can affect self-esteem and self-confidence. Addressing all forms of bullying, harassment and discrimination is vital in order to safeguard our children and to support the health and wellbeing of all members of the school community.

The SLT will take overall responsibility for the school's work. Safeguarding and promoting the welfare of children is everyone's responsibility. All school staff are required to undertake regularly updated safeguarding and child protection training, which includes understanding, preventing and responding to social media misuse. A Safeguarding Action, including all safety priorities is included within the SDP.

We will take action as soon as an incident has been reported or identified. This will include providing appropriate support for the person who has been victimised, harassed or threatened online; stopping the incident from spreading and assisting in removing material from circulation; and working with the perpetrators to ensure this behaviour is not repeated. The victim may have evidence of the activity and should be encouraged to keep this to assist any investigation. Appropriate disciplinary action will take place accordingly, this activity is regarded as most serious and all sanctions will be applied including suspension and exclusion.



## THE ROLE OF PARENT | CARER IN SOCIAL MEDIA

We constantly advise parents/guardians with regards to their role in their child's online activities. Parents/guardians must "police" their child's activity and monitor access and privacy settings. Failure to do so may result in appropriate referrals to outside agencies including the police. Parents/guardians have an obligation to familiarise themselves with the law regarding minimum age requirements for all forms of social media including but not exclusive to, Facebook, Instagram, WhatsApp, Music.ly, TikTok.

This document is the culmination of welcomed input from teaching staff, support staff, parents, PTA, governors and pupils. We always strive to work together for the benefit and of our children's wellbeing and all members of our school, community.

## BEYOND THE SCHOOL GATE

St Sebastian's Catholic Primary School & Nursery has the right to sanction conduct (including online conduct) outside of the school premises when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some way identifiable as a pupil at St Sebastian's;
- posing a threat to another pupil
- adversely affecting the reputation of St Sebastian's.

In all cases, the federation will only discipline the pupil on the school premises or elsewhere at a time when the pupil is under charge of a member of the staff at school.

## RECORDING INCIDENTS

All incidents, low-level, isolated and repeated incidents are factually recorded electronically on CPOMs using the **ABC Approach** –

**Antecedent** (door to classroom was opened for a message to be given),

**Behaviour** (child left the classroom),

**Consequence** (teacher went to speak with the child).

Questions to consider:

- Who was involved?
- Where did it take place?
- What happened?
- What was the response from the child/ren / staff member/s?
- What Information was shared with staff or parents and how?
- What was the outcome?



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Where the intention to hurt someone either physically or emotionally aimed at certain groups, for example because of race, religion, gender or sexual orientation will instantly be recorded on CPOMs and SLT will be alerted electronically and verbally as instantaneous support and intervention may be required.

A Safeguarding Report is shared with the Governing Body each term. This is compiled by the Designated Safeguarding Team sub-categorising behaviour accordingly. CPOMs documents, filters and categorises all behaviours so that information is accurate and readily available.

## LEAFE POSITIVE BEHAVIOUR SUPPORT

We use a range of de-escalation techniques and individual strategies to support our children to make choices necessary to manage their behaviour. Sometimes however, we may need to physically support in order to ensure the safety of themselves and others. We do this via LeAFE (Learning Approaches for Everyone) Approach.

LeAFE Support is a supportive holding method to ensure the safety of the child who is displaying heightened behaviours and those around them. Our methods allow the child to have natural movement at all times and is not reliant on strength or equipment. This comprehensive training focuses on developing a clear understanding of the functions of behaviour, Positive Behaviour Support and understanding the biology behind the behaviour so that the need to use restrictive force is greatly reduced. The methodology is accredited by CPD UK and training was accessed by a facilitator from the RRN (Restraint Reduction Network).

Staff have learned how they can reduce risks by diffusing aggression and, if necessary, how to control potentially violent situations through the use of medically risk assessed holds whilst maintaining the dignity and safety of themselves and the children involved.

If for the safety of themselves or others a support hold method has been used, parents will be informed and a factual account shared and logged on CPOMs.

| <b>LEAFE SUPPORTIVE HOLD TRAINING</b>            |                                |  |
|--|--------------------------------|--|
| <i>Instructor: N Collard &amp; M Griffiths</i>   |                                |  |
| <b>DATE:</b> 27.10.2023 (Renewal: 26.10.2026)    |                                | <b>VENUE:</b> St Sebastian's Catholic Primary School   |
| <b>EYFS STAFF</b>                                | <b>KS1 STAFF</b>               | <b>KS2 STAFF</b>   |
| Ms G Alderton<br>Mrs T Reynolds<br>Ms K Williams | Ms K McKeown<br>Mrs M Rabbette | Ms S Bullen<br>Ms K Conway<br>Ms J Doyle<br>Mrs J Maguire<br>Mrs L McCormick<br>Ms U Rozycka |

\* Further LeAFE training will be sought, due to staff changes during the academic year.



## **Government's View: Use of Reasonable Force in Education**

The Government's View on the Use of Reasonable Force in Education

### **Education & Inspections Act 2006 (C.40 Part 7 Ch1 Pt93)**

#### **Power of member of staff to use reasonable force**

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- (a) committing any offence
  - (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
  - (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- (2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

## **SUSPENSION AND EXCLUSION**

We will work tirelessly to resolve issues that our children may have or present. By abiding by the school ethos, we will support children in recognising and reflecting on inappropriate actions or behaviours and encouraging them to make positive changes - allowing them time to consider the impact their actions may have had on others. We will work closely with parents and other professionals to help support the process of understanding and scaffolding.

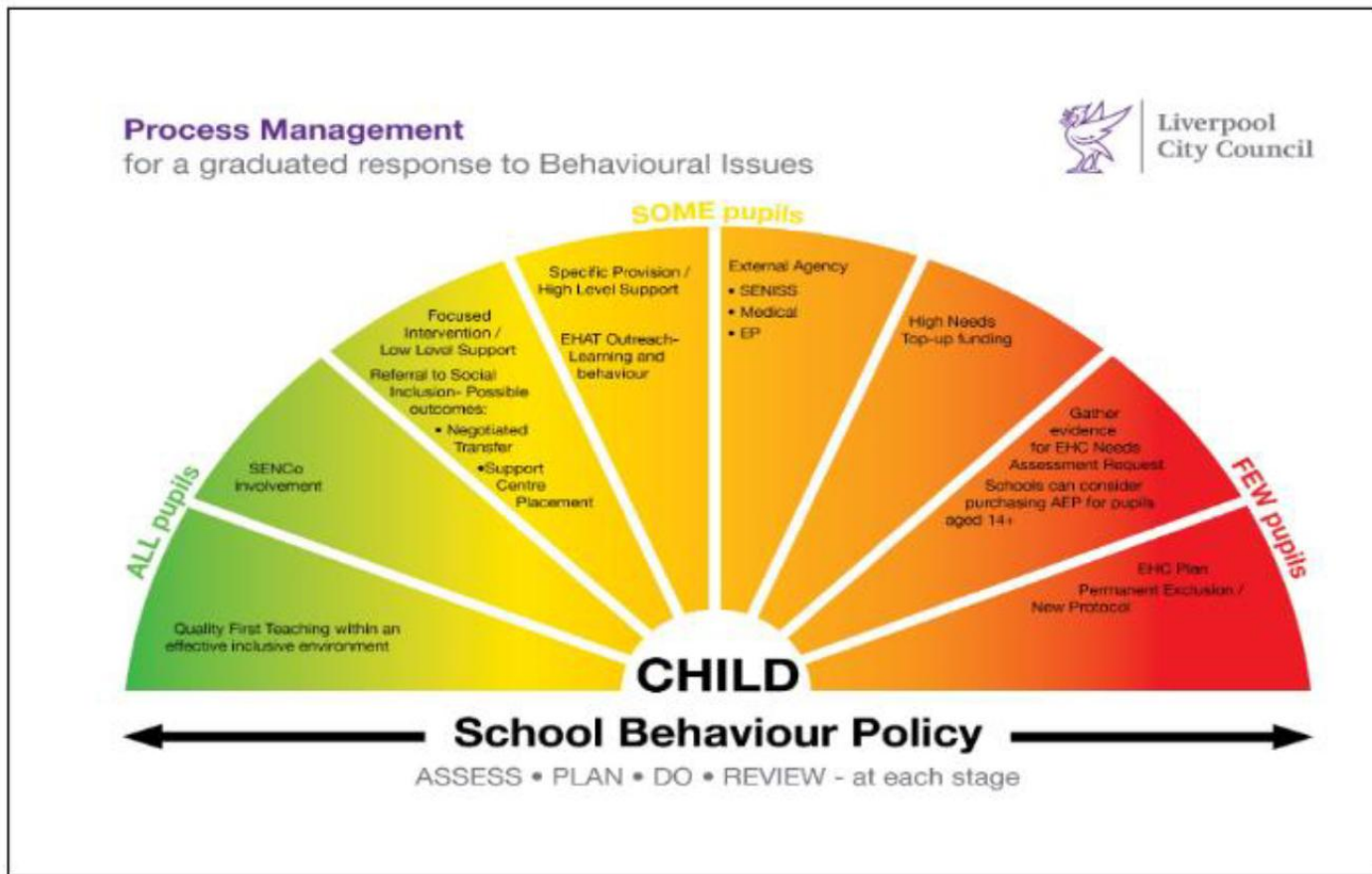
At times, children may display high levels of anxiety that results in a situation escalating and potential harm being caused. Appropriate, proportionate action may be taken, including suspension for a fixed period of time or exclusion.

Suspension and permanent exclusion are sometimes necessary where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. This will be implemented by the Head Teacher. We do not take this decision lightly as we firmly believe that the best intervention for our children is to work with school so that we can support them.

Please refer to the Suspension and Permanent Exclusion Policy based on statutory guidance from the Department for Education.



# APPENDIX 1 – GRADUATED APPROACH FOR BEHAVIOUR MANAGEMENT





## **APPENDIX 2 – VOLUNTARY HOME SCHOOL AGREEMENT**

In agreeing to our Home–School Agreement, our pupils, parents and teachers are demonstrating our commitment in working together to respect the schools mission statement and live out our school mottoes.

### **PUPIL NAME:**

I will:

- ✓ Attend school regularly and on time, wearing my full school uniform or PE kit, and bring all necessary equipment.
- ✓ Behave respectfully and kindly towards peers, staff and visitors, helping everyone in our school community feel happy, safe and valued.
- ✓ Set a positive example for others, showing kindness, respect, and consideration and help create a supportive, welcoming school community.
- ✓ Give my best effort in all aspects of school life, completing classwork, homework and remote learning tasks to the best of my ability.
- ✓ Take pride in our school by keeping it tidy, free from litter and graffiti, and treating the grounds, buildings, and property with respect.
- ✓ Follow our school policies, including no jewellery, no personal belongings/toys and safe and responsible online activity.
- ✓ If I see anything online that is inappropriate or harmful, I will take a screenshot and share it with my parents and the school.

### **PARENT | CARERS**

I/We will:

- ✓ Fully support the following to help my/our child achieve their best and to uphold the values of St Sebastian's Catholic Primary School,
- ✓ Ensure my child attends school regularly and on time, contacting the school promptly if they are unwell and avoiding appointments during the school day wherever possible.
- ✓ Support my child's learning by monitoring homework, home-learning tasks, and remote learning, and by encouraging routines that limit screen time and ensure sufficient rest for learning.
- ✓ Proactively safeguard my child by monitoring their use of electronic devices, online activity, and social media, ensuring safe and responsible use.



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- ✓ Communicate with school staff regarding any issues, concerns, or circumstances that may affect my child academically, socially, or emotionally.
- ✓ Model mutual respect through appropriate conduct and positive relationships with all members of the school community.
- ✓ Support the school's behaviour policies, including wearing full school uniform, maintaining a tidy appearance and following rules regarding jewellery and personal belongings.
- ✓ Provide the school with up-to-date contact, medical, and welfare information, notifying them promptly of any changes.
- ✓ Support my child's religious development by encouraging participation in Mass and school faith activities, supporting the Catholic ethos of the school, and respecting and celebrating the other faiths and cultures that make our community so diverse.
- ✓ Honour commitments regarding voluntary contributions to help the school provide diverse, high-quality opportunities.

### SCHOOL STAFF

We will:

- ✓ Provide a welcoming environment where all pupils and members of our school community are valued, respected, and supported in line with our Mission Statement and School Motto: "*Only my best will do; be kind to one another.*"
- ✓ Provide a balanced and inclusive curriculum with varied opportunities for each pupil to develop academically, socially, spiritually, and emotionally.
- ✓ Ensure the safety, E-safety, and well-being of all pupils, guiding them to develop awareness of how to keep themselves safe both online and offline.
- ✓ Maintain a fully supportive school ethos, meeting individual needs and fostering a sense of responsibility and personal growth.
- ✓ Consistently model and demonstrate the high standards of behaviour, mutual respect, and Gospel values expected of all members of our school community.
- ✓ Work in partnership with parents and carers, valuing their input and strengthening collaboration between home and school.



## **POLICY REVIEW**

**POLICY WRITTEN:** September 2025

**SHARED WITH GOVERNORS:** October 2025

**STAFF RESPONSIBLE:** Mrs J McCormick

**NEXT REVIEW:** October 2026

This document has been written following the DfE Guidance of Behaviour and Discipline in Schools (guidance for governing bodies).