

GUARDIAN ANGELS' RCPS WELL-BEING AND READINESS TO LEARN POLICY

Policy approved by: Governors	Date: January 2026
Last reviewed: February 2025	
Next review: January 2028	

Mission Statement

At Guardian Angels', we follow in the footsteps of Jesus to love, learn and grow.

The aims of this policy

- To create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To outline the expectations and consequences of behaviour
- To provide a consistent approach to behaviour management that is applied equally to all children at GA
- To define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Section 88 to 94 of the Education and Inspections Act 2006 which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Definitions

At Guardian Angels', we define **misbehaviour** as:

- Disruption in lessons
- Shouting out in lessons
- Running in school
- Not lining up quietly and safely
- Not following teachers instructions
- Non-completion of classwork or homework
- Incorrect uniform

At Guardian Angels', we define **serious misbehaviour** as:

- Repeated breaches of the school rules
- Continual work refusal
- Any form of bullying
- Physical assault
- Verbal abuse
- Damaging property
- Absconding
- Theft
- Sexual harassment, meaning unwanted conduct of a sexual nature such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Online sexual harassment
- Possession of any prohibited / banned items. These include knives or weapons

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, spitting, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

See the schools Anti-Bullying policy for further information

The role of the Governing Board

The Governing Board is responsible for:

- Reviewing this behaviour policy in conjunction with the Executive Headteacher and Head of School
- Monitoring the policy's effectiveness
- Holding the Head of School to account for its implementation

The role of the Head of School

The Head of school, with the support of the Executive Headteacher, is responsible for:

- Reviewing this policy in conjunction with the governing board
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and accurately on Edaware
- Challenging children to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Children will be taught:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Children will be supported to meet the behaviour standards and will be provided with support from the Inclusion Lead on our behaviour policy.

Children will be supported to develop an understanding of the school's behaviour policy and wider culture.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

School behaviour curriculum

At the start of every new school year, children will be taught about the schools Behaviour policy. The teaching of the rules is sequenced and progressive, building on prior knowledge and understanding in each year (see appendix 3). Children are reminded and taught the school rules on a regular basis.

Our school rules are: Be Ready. Be Respectful. Be Safe.

Be Ready:

- Be ready to learn by sitting correctly, not talking and ready to listen
- Wear the correct uniform at all times and have the correct equipment for school
- Be ready to accept the sanctions when you break the rules

Be Respectful:

- Show respect to all adults in school
- Show respect to other children
- Treat the school buildings and school property with respect

Be Safe:

- Behave in an orderly and self-controlled way
- Follow instructions from members of staff
- Tell a member of staff when you see or hear something you don't think is right

Mobile phones

Children in Year 6 who walk to school are allowed to bring their mobile phones to school. They should hand their phones into their class teacher every morning. The phones will be taken to the school office and will stay there until the end of the day.

Responding to behaviour Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the classroom rules and refer to them regularly
- Develop a positive relationship with children, which includes:
 - Greeting children in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection.

We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to good behaviour

When a child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- A postcard home / text message / email home
- A certificate in Celebration Assembly
- A visit to the Head of School
- Positions of responsibility in class
- Name on the recognition board
- A whole class reward e.g. extra time at playtime

Responding to misbehaviour

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All children will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

School staff may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the child out of the class for a short period to see the Head of school / member of SLT / or to go to another class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime (when completing work at break or lunch, children will have a different time for break and lunch as their classmates)
- Loss of privileges – for instance, the loss of a prized responsibility / missing an extra-curricular activity
- Referring the child to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the child from the classroom and isolating the child from their peers
- Fixed term exclusion
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the child will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

See the schools Positive Handling Policy for further information

Off-site misbehaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Online misbehaviour

The school can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate

- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the child from the classroom for a limited time.

Children who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove children from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Children who have been removed from the classroom are supervised by a member of the SLT, and will be removed for a morning / afternoon and/or up to a maximum of two days.

Children will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head of school.

Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as:

- Meetings / check-ins with the Inclusion Lead

- Use of teaching assistants for one to one support
- Short-term behaviour plans
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child in the behaviour log.

Suspension and permanent exclusion

The school can use suspension and permanent exclusions in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to exclude or permanently exclude will be made by the Executive Headteacher or in their absence, the Head of School and only as a last resort.

Please refer to our exclusions policy for more information.

Responding to misbehaviour from children with SEND

Recognising the impact of SEND on behaviour

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a child has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

In order to remove triggers of misbehaviour we may:

- Plan short movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjust the seating plan to allow a child with visual or hearing impairment to sit in sight of the teacher
- Adjust uniform requirements for a child with sensory issues or who has severe eczema
- Have additional training for staff in understanding conditions such as autism
- Use sensory zones or nurture rooms for children to access so they can regulate their emotions during a moment of sensory overload.

Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will take into account:

- Was the child unable to understand the rule or instruction?
- Was the child unable to act differently at the time as a result of their SEND?
- Is the child likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting children following a sanction

Following a sanction, the school will consider strategies to help the child to understand how to improve their behaviour and meet the expectations of the school.

This may include:

- A restorative conversation with the child
- Reintegration meeting with the child and their parents
- Daily contact with the Inclusion Lead for the child
- End of the week meeting with the Headteacher to review progress

Pupil transition

Through transition, the class teacher ensures all the relevant documents are given to the next teacher and working with the SENCo, ensures there is a transition plan in place for children. The class teacher will record any serious incidents of behaviour on EdAware.

Inducting incoming children

The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing children for transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, new staff are provided with training on the implementation of the Well-being and Readiness to learn policy.

All staff receive regular training on managing behaviour including:

- Restorative conversations
- De-escalation strategies and when to use restraint as a last resort
- The needs of the children at the school
- How SEND and mental health needs can impact behaviour
- Trauma Informed practice
- Rereading and understanding the Well-being and Readiness to Learn policy and teaching sequence

Staff will receive Team Teach training when needed.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and fixed term exclusions
- Use of alternative provisions
- Pupil, parent and staff voice on the school behaviour culture (annually)

The data will be analysed every term and reported to governors.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive Handling policy
- Mobile phone policy

GUARDIAN ANGELS' RCPS BEHAVIOURS FOR CHANGE

Mission Statement

At Guardian Angels' RCPS, we follow in the footsteps of Jesus to Love, Learn and Grow.

In order that we might have life in all its fullness, our school family will:

Follow Jesus' example of loving God with all our heart, loving others as Jesus loves us and reaching out to those in need **(Catholic Life and Mission)**

Learn about the life of Jesus and know Him through the teaching and modelling of the Gospel Values **(Religious Education)**

Grow in Faith through worshipping, talking and listening to God to strengthen our relationship with Him. **(Prayer and Liturgy)**

Rules	Visible Consistencies	Over and Above Recognition
Be Ready	Give first attention to the best conduct.	Verbal praise.
Be Respectful.	Meet and greet. Make it personal. Don't take it personal.	Postcards, phone calls or texts home.
Be Safe.	If you expect it, demonstrate it.	Certificates in assembly. Recognition board in class.

Relentless Routine

Be polite at all times to everyone. Respect is a right.	Be considerate. Everyone is entitled to thought.	Be responsible. Everyone plays a part in our school community.
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Stepped Boundaries	Micro scripts and Mantras	Restorative Questions
Reminder – remind child of the rules (Ready. Respectful. Safe) Deliver privately wherever possible.	Notice it and wrap it in a rule using assertive language. <i>'I've noticed ... you seem upset'</i>	What happened?
Warning – a clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.	Positive previous event: <i>'Think about when...'</i>	What were you thinking at the time?
Response – use the 30 second script (see Microscripts and Mantras box)	Acknowledge the need to address the behaviour. <i>'I'm here to help. You talk and I will listen...'</i>	How did this make people feel?
Reset – this involves some time out for the child to think about their behaviour, calm down and compose themselves.	Pip and rip: praise in public, reprimand in private.	Who has been affected?
Repair – restorative conversation (see restorative questions box)	Give children a chance <i>'You can... e.g. sit there and listen or move to this table...'</i>	What should we do to put things right?
		How can we do things differently next time?
		No need for 'WHY' questioning.

**GUARDIAN ANGELS' RCPS
BEHAVIOUR PLAN**

PUPIL NAME:		YEAR GROUP:	
Date plan starts:		Medical conditions/needs:	
Date of next review:		Staff working with the pupil:	
Challenging behaviour		Targets	
Reasons for the behaviour		Any special educational needs (SEN) that may affect behaviour	
Strategies for maintaining positive behaviour		Triggers and warning signs	
Reactive strategies		Support after an incident	
Skills and Talents		Achievements	

PUPIL NAME:

YEAR GROUP:

Likes

Dislikes

Agreement:

Parent/carer name

Staff name

Parent/carer signature

Staff signature

Date

Date

Behaviour plan evaluation and next steps:

GUARDIAN ANGELS' RCPS
WELL-BEING AND READINESS TO LEARN KNOWLEDGE PROGRESSION GRID

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will learn that the school rules are: Be ready. Be respectful. Be safe. Children will show examples of how to be kind to others. Children will learn to sit correctly on the carpet quietly. Children will be taught about the importance of listening.	Children will learn that the school rules are: Be ready. Be respectful. Be safe. Children will discuss how to be respectful, kind to others and safe in school on a regular basis. Children will learn to sit correctly on the carpet quietly. Children will be taught about the importance of listening. Children to tidy up after themselves.	Children will recite the school rules. Be ready. Be respectful. Be safe. Children discuss how to be respectful, kind to others and safe in school on a regular basis. Children will sit correctly on the carpet quietly. Children will listen when the teacher is talking. Children to tidy up after themselves and also keep their classroom tidy.	Children will confidently recall the school rules. Be ready. Be respectful. Be safe. Children will give examples of how they can be ready, respectful and safe. Children will be ready to accept the sanctions for misbehaviour. Children will be responsible for their uniform, especially school jumpers. Children will increase their independence by	Children will confidently say the school rules. Be ready. Be respectful. Be safe. Children will increase their understanding of what being ready means and how to be a more independent learner. Children will have their own equipment ready for lessons and be responsible for keeping their lockers and classroom tidy without adult guidance.	Children will be independent in their learning and begin to set themselves targets to improve their own work. Children will show respect to all children and adults in school. Children will be responsible for reporting when the children hear or see something they do not think is right. Children will behave in an orderly and self-controlled way around school.	Children will be independent in their learning and set themselves targets to improve their own work. Children will be role models for the younger children and be a peer mediator to support children's disagreements at break and lunchtimes. Children will always be respectful to all adults and children in school. Children will be responsible for reporting when the children hear	Children will be independent in their learning and set themselves targets to improve their own work. Children will be role models for the younger children and be a peer mediator to support children's disagreements at break and lunchtimes. Children will always be respectful to all adults and children in school. Children will be responsible for reporting when the children hear

Children to tidy up after themselves.			tidying up books, equipment and their classroom without adult guidance.	Children will behave in an orderly and self - controlled way around school.		or see something they do not think is right. Children will behave in an orderly and self - controlled way. Children will be responsible for keeping the whole school tidy and helping collect lost property around school.	or see something they do not think is right. Children will behave in an orderly and self - controlled way. Children will be responsible for keeping the whole school tidy and helping collect lost property around school.
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