Behaviour and Relationship Policy



1. Introduction and ethos

The purpose of this policy is to guide pupils, staff, parents and carers in our restorative, relationship-focused approach to behaviour. We aim to provide a calm, nurturing and caring environment in which every child is safe, valued and supported to flourish emotionally, socially, spiritually and academically.

Our Catholic mission, "Together with Christ Everyone Achieves More", underpins our commitment to dignity, compassion, justice, forgiveness and reconciliation. Exemplary behaviour supports productive learning. All adults model the conduct we seek, teach the skills children need and respond to difficulties with calm, clear boundaries and relational care.

We recognise that behaviour can communicate a need, but this does not remove our responsibility to protect others, address harmful conduct and teach safer, more appropriate ways to respond. High expectations apply to all; the support and reasonable adjustments needed to achieve them may differ.

2. Aims and principles

- Build strong, trusting relationships through consistent daily acts of "botheredness".
- Teach and model respectful conduct, self-discipline, emotional regulation and responsibility.
- Maintain a safe, equitable, predictable learning environment for pupils and staff.
- Give first attention to best conduct, effort and positive contributions.
- Use clear routines, predictable language, private reminders and restorative follow-up.
- Recognise disability, SEND, developmental differences and contextual factors when selecting responses.
- Work in partnership with families and relevant professionals.
- Monitor patterns of behaviour and review the impact of support.

3. Our three school expectations

Ready • Respectful • Safe

These three expectations are explicitly taught, revisited, modelled and applied in classrooms, corridors, playgrounds, collective worship, school visits and all other school activities. Adults use the same language to recognise positive behaviour and to give private reminders. Expectations are explained through developmentally appropriate teaching, visual cues and practical modelling where needed.

Some children will require personalised targets, alternative communication methods or an individual positive behaviour support plan to demonstrate these expectations. Such adaptations do not mean that unsafe or harmful behaviour is ignored.

4. Responsibilities

All adults

- Meet and greet children; notice and recognise positive behaviour.
- Model Ready, Respectful, Safe, using calm tone, respectful language and predictable routines.
- Give appropriate processing and take-up time; use visual prompts or reduced language when helpful.
- Use Widgit symbols and other appropriate visual communication strategies alongside clear, consistent verbal instructions to support children's understanding.
- Respond to concerns proportionately and ensure appropriate follow-up rather than walking past unresolved safety concerns.
- Retain responsibility for ordinary classroom behaviour, seeking help where necessary.
- Record and report significant incidents promptly through the agreed school systems.
- Protect children's dignity; do not publicly shame or use humiliating sanctions.

Class teachers and support staff

Class teachers lead the consistent implementation of classroom routines, behaviour teaching, family communication and personalised plans. Teaching assistants and other staff implement agreed strategies in partnership with the teacher and SENCO, share

observations and contribute to review. Adults supporting a child do not become solely responsible for that child's behaviour.

Phase leaders, SENCO and senior leaders

Phase leaders support staff with persistent difficulties, coaching and family liaison. The SENCO advises on SEND, reasonable adjustments, individualised plans and external-agency involvement. Senior leaders provide visible support, respond to serious incidents, ensure staff training and review CPOMS patterns and the effectiveness of provision. The Headteacher makes decisions on suspensions and permanent exclusions in line with current statutory guidance.

Pupils and families

Children are taught to contribute positively, seek help, reflect and repair harm in ways appropriate to their age and development. Parents and carers are encouraged to share relevant information and work with school on consistent, supportive approaches. The school will communicate concerns promptly and sensitively.

5. Positive recognition and consistent routines

We give first attention to best conduct and recognise effort rather than academic achievement alone. Strategies include recognition boards with an achievable shared learning or social focus, positive notes or calls home, weekly values certificates, end-of-term recognition and opportunities to celebrate pupils who go "over and above". Hot Chocolate Friday may be used where this remains an agreed school practice; nominations should be inclusive and transparent.

Our agreed routines include meeting and greeting, lining up after play and lunch, the raised-hand silent stop, My Turn/Your Turn, Turn to Your Partner, the 1–2–3 transition from carpet to table and "magnet eyes", where appropriate. Adults teach these routines explicitly. Reasonable adjustments, including alternative attention signals, are used for children who cannot access a particular routine in its usual form.

6. Responding to behaviour: a relational, stepped approach

Adults respond calmly, privately wherever possible, and without unnecessary confrontation. The steps below are a guide to proportionate support, not an automatic ladder that every incident must complete. A child may return to learning as soon as they are ready. Serious safety or safeguarding incidents require an immediate protective response rather than progression through each step.

Step	Adult response
1. Reminder / redirection	Briefly remind the pupil of Ready, Respectful, Safe and the desired behaviour. Offer modelling or visual support.
2. Caution	Privately identify the concern, allow take-up time and explain the next appropriate response if it continues.
3. Last chance / brief script	Use the agreed calm script; provide a supported choice and an opportunity to re-engage.
4. Refocus / regulation	Offer a brief, supervised opportunity to regulate or refocus, with appropriate adult support. This is not automatically a punishment.
5. Repair and reconnect	When the child is regulated, use an age- and communication-appropriate restorative conversation or other supported repair.

Support and escalation	Seek phase leader / SENCO / SLT support for repeated difficulties; bypass ordinary steps immediately if there is serious risk.

Consequences, where needed, should be lawful, proportionate, linked to the behaviour and explained clearly. They must take account of age, SEND, disability, safeguarding circumstances and individual plans. Staff should avoid automatic loss of essential regulation opportunities, personal care, meals or access to necessary SEND provision.

7. Scripting and restorative follow-up

A brief script helps adults communicate without escalation: "I have noticed …"; "Our expectation is …"; "I need you to …"; "You can choose …"; "I know you can do this because …". Staff should use plain language, offer processing time and avoid phrases implying that a dysregulated or disabled child has necessarily made a deliberate choice.

Restorative conversations should happen after the child is calm and able to participate. Adults may use questions such as: What happened? What were you feeling or thinking? Who has been affected? What could help put things right? What might we do differently next time? A child may answer using visuals, symbols, objects, gesture, drawing or supported communication. An apology is not forced; repair should be meaningful and developmentally appropriate.

8. Inclusion, SEND and Individualised Behaviour Support

At St Mary and St Benedict, we recognise that children may experience difficulties with communication and interaction, cognition and learning, sensory and physical needs, social, emotional and mental health, trauma and attachment, or emotional regulation. We understand that behaviour can often be a form of communication and may indicate an unmet need. Staff will seek to understand the reasons behind a child's behaviour, recognising potential triggers and individual circumstances, whilst maintaining clear expectations, appropriate boundaries and a safe learning environment for all.

We are committed to ensuring that all children can access learning and experience success. We recognise that consistency does not always mean treating every child in exactly the same way, and that reasonable adjustments are sometimes necessary to meet individual needs. These may include adapted instructions, predictable routines, reduced language, additional processing time, sensory strategies, movement breaks, co-regulation, structured workstations and alternative methods of communication.

Visual communication is an important part of our whole-school approach to inclusion. Widgit symbols are used consistently across the school to support children's understanding of expectations, routines and learning, whilst promoting communication and independence. These include visual timetables, Now and Next boards, task boards, emotional regulation prompts and visual reminders of our school expectations. Such approaches benefit all children but are particularly important for pupils with SEND, communication difficulties or English as an additional language. Visual support, including objects of reference where appropriate, is adapted to meet individual needs.

For pupils requiring more intensive support, a personalised positive behaviour support plan or risk-management plan will be developed in partnership with the class teacher, SENCO, parents/carers and, where appropriate, the child and external professionals. These plans will identify the child's strengths, potential triggers, early signs of distress, proactive strategies, appropriate responses, recovery strategies and arrangements for communication with home and regular review. Where necessary, approaches may differ within the school's inclusive support base or other personalised learning arrangements, whilst remaining consistent with the principles and expectations of this policy.

Staff recognise the importance of distinguishing, as far as reasonably possible, between deliberate misconduct and behaviour arising from emotional distress, communication difficulties, sensory needs or disability. For example, a child leaving a learning area will not automatically be viewed as displaying defiance. Instead, staff will consider the child's individual needs, the circumstances surrounding the behaviour and any agreed support strategies, whilst ensuring that safety remains a priority. Behaviours presenting significant risks, including absconding, aggression or potential injury, will be responded to promptly, managed appropriately and recorded in accordance with school procedures.

9. Emotional regulation, de-escalation and safety

When a pupil shows early signs of distress, adults should prioritise connection, reduce unnecessary verbal demands, allow physical space, offer known regulation strategies and seek a familiar adult where helpful. They should avoid confrontation, public challenge, arguing or attempting restorative discussion during crisis. Other pupils should be moved or protected where needed.

Where there is an immediate risk of harm, staff should follow the child's risk assessment and the school's safeguarding and restrictive physical intervention procedures. Any physical intervention must be lawful, necessary and proportionate to the risk, and never used as punishment. Recording, reporting to parents/carers and post-incident review must follow the relevant school procedures and current guidance. Staff must not improvise unapproved restrictive practices.

Following a serious incident, the priority is recovery, medical or safeguarding response where necessary, reassurance to affected pupils, factual recording and review of the support plan. Staff wellbeing and debrief should also be considered.

10. Serious incidents, escalation and recording

Serious incidents may include significant violence or threats, discriminatory or sexual harassment, serious damage or theft, unsafe absconding, or repeated conduct presenting substantial risk. Context matters: the same outward behaviour may have different causes and require different support. All reports must be taken seriously and investigated fairly.

For ordinary concerns the first response sits with the class teacher or supervising adult; persistent or complex concerns are supported by the phase leader, with SENCO input as appropriate, then SLT. Serious injury, immediate danger, safeguarding disclosures or suspected child-on-child abuse must be escalated immediately to SLT/DSL in accordance with safeguarding procedures; staff should not wait for the normal hierarchy.

Significant incidents, discriminatory incidents, bullying concerns, physical intervention and relevant follow-up actions are recorded promptly on CPOMS or the school's designated recording system, in accordance with the school's data and safeguarding procedures. Records should be factual and include context, response, injury/risk, family contact, follow-up and review. Leaders analyse patterns, including any disproportionate impact on pupils with SEND or other protected characteristics.

11. Bullying, discrimination and child-on-child abuse

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. It can occur face to face or online and may involve an imbalance of power. A single incident may still be serious and require action even if it does not meet the definition of bullying.

The school does not tolerate bullying, racist or discriminatory language, sexual harassment, harmful sexual behaviour or other abuse. Staff respond in accordance with safeguarding procedures where applicable. Pupils may report concerns to a trusted adult, through agreed accessible reporting routes or through parents/carers. All allegations are listened to, recorded and considered without presuming the outcome.

The child reporting harm and the child alleged to have caused harm should normally be spoken to separately. Joint meetings, mediation or restorative work must not be used where there is a risk of intimidation, coercion or further harm. Leaders agree appropriate protective measures, communication with families, support for all children involved and a timely review to check whether the behaviour has stopped.

12. Lunchtimes, playtimes and wider school activities

Lunchtime and playground staff use the same Ready, Respectful, Safe expectations, relational scripts and reporting routes. Staff receive induction and relevant training, including SEND adjustments, de-escalation and safeguarding. Responses should support

safe participation, teach skills and preserve access to essential food, care and necessary regulation. Serious incidents are referred promptly to the appropriate leader and recorded.

Any restriction of lunchtime attendance or consideration of suspension must be handled by the Headteacher in line with current law and guidance, not treated as an informal exclusion. Decisions about off-site provision or changes to attendance arrangements require appropriate legal and safeguarding consideration.

13. Suspensions and permanent exclusions

Suspension and permanent exclusion are serious decisions reserved to the Headteacher and must be taken in accordance with current statutory guidance, including the school's duties to disabled pupils and pupils with SEND. Decisions are made on the individual facts and with due regard to safeguarding, proportionality, relevant adjustments, parental notification, governing board responsibilities and required local authority notifications. Informal or unofficial exclusions are not permitted. The school's separate suspension and permanent exclusion procedures provide the detailed process.

14. Working with parents, carers and external agencies

We communicate positive achievements as well as concerns through conversations, meetings, calls, written communication and pupil reports. Where behaviour is persistent or complex, school and home work together to understand patterns and agree realistic strategies. The SENCO may coordinate input from commissioned Speech and Language Therapy, the Complex Communication Team, Educational Psychology, the Social, Emotional, Mental Health and Learning Team or other relevant services where appropriate.

Children and families should have an opportunity to share their views, and support should be reviewed for impact rather than continued automatically. Information is shared on a need-to-know basis in accordance with safeguarding and data protection requirements.

15. Training, monitoring and review

All staff, including lunchtime staff, receive induction on expectations, scripts, routines, recording and escalation. Additional training is provided where required on SEND, communication, co-regulation, safe responses and restorative practice. Senior leaders review CPOMS information, family and pupil feedback, incidents of bullying and discrimination, patterns of suspension, and the effectiveness of individual plans. This policy is reviewed at least annually or sooner following significant guidance changes or identified needs.

Appendix I: – Behaviour Policy

St Mary and St Benedict Catholic Primary School

At St Mary and St Benedict Catholic Primary School our mission statement '***Together with Christ Everyone Achieves More***' underpins everything we do. We strive to create independent, articulate thinkers and learners who have the confidence to pursue all possibilities

Visible Adult Consistencies

1. Meet and Greet
2. First attention to best conduct
3. Model our values
4. Listen
5. Calm and caring

Rules

Respectful

Ready

Safe

Over and above .....

1. **Exceeding our school values–**
   Everyone achieves more
2. **Effort** – Always striving for excellence
3. **Initiative**

Relentless Routines

1. Meeting and greeting
2. Lining up after play/ lunch time
3. The hand up for silent stop
4. My Turn/Your Turn
5. Turn To Your Partner
6. Transition from carpet to table: 1-2-3
7. Magnet eyes

Stepped Sanctions

1. **Reminder** (3 rules)
2. **Caution**
   (outlining behaviour and consequences quietly to the child)
3. **Last chance** (30 second script intervention)
4. **Cool off** (time in thinking spot/ area)
5. **Repair** (Restorative conversation)

30 Second Scripted Intervention

- **I have noticed that you are** (having trouble getting started)
- **You are not showing our** … (3 rules)
- **You have chosen to** ..
- **Because of that you need to** (refer to action to support behaviour eg move to another table
- **Do you remember when you** … (refer to previous positive behaviour)?
- **That is what I need to see today… Thank you for listening**

Restorative Questions

1. What happened?
2. What were you thinking/ feeling at the time?
3. What have you thought since?
4. How did this make other people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. If this happened again, how could you do things differently?

Appendix 2- Classroom Plan

	Steps	Actions
1.	**Redirection/Reminder**	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Kind. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2.	**last chance**	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3.	**30-second script**	If the pupil still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. This two minutes cannot be removed or reduced.
4.	**Time out/Cool off**	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in The Nurture Room or a quiet area in the classroom.
5.	**Restorative conversation**	(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
	Support step	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need.

Appendix 3- 30-Second Script

30-Second Script

'I noticed you are ...'. (wandering around the classroom chatting)
'You are not showing our school Value...' (respect)
'You have chosen to...' (stay behind at playtime to catch up with work)
'Do you remember when you...' (finished all your writing)

That is who I need to see today. Thank you (for listening).

Appendix 4- Restorative Questions

'Restorative Questions

1. **What happened?**
2. **What were you feeling/thinking at the time?**
3. **How did this make other people fe-el?**
4. **Who has been affected and how?**
5. **What should we do to put things right?**
6. **If this happened again, how colild you do things differently?**