

Behaviour and Relationships Policy



Our Behaviour Culture

-  Safe, calm and orderly classrooms
-  Relationships, respect, forgiveness and restorative repair
-  High expectations rooted in Gospel values
-  Every child is recognised as unique, valued and made in the image of God



We are of the Gospel, educating all children in order for them to grow and reach their full potential as fulfilled people in Christ.

DfE alignment statement

- This policy should be read alongside current DfE guidance on Behaviour in Schools, School Suspensions and Permanent Exclusions, Searching, Screening and Confiscation, Mobile Phones in Schools, SEND and Equality Act duties, and Restrictive Interventions including the use of reasonable force.
- The policy is written for a primary school context of Holy Cross and All Saints RC Primary School and balances high expectations, early support, restorative repair and proportionate sanctions.

1. Vision and Principles

At Holy Cross and All Saints RC Primary School, behaviour is rooted in our Catholic ethos, where every child is recognised as unique, valued and made in the image of God. Adults build safe, respectful relationships so that pupils can learn, flourish and repair harm when things go wrong.

We are committed to:

- Creating a safe, calm and orderly environment for learning

- Supporting emotional regulation and wellbeing
- Recognising that behaviour can communicate unmet need, dysregulation or distress, while still teaching responsibility
- Teaching children the behaviour we expect through routines, modelling, practice and feedback
- Using restorative approaches to repair harm and rebuild relationships
- Ensuring fair, consistent, proportionate responses, including reasonable adjustments where needed
- Maintaining high expectations for all pupils, including pupils with SEND and those who may be vulnerable

2. School Golden Rules: Expected Behaviours

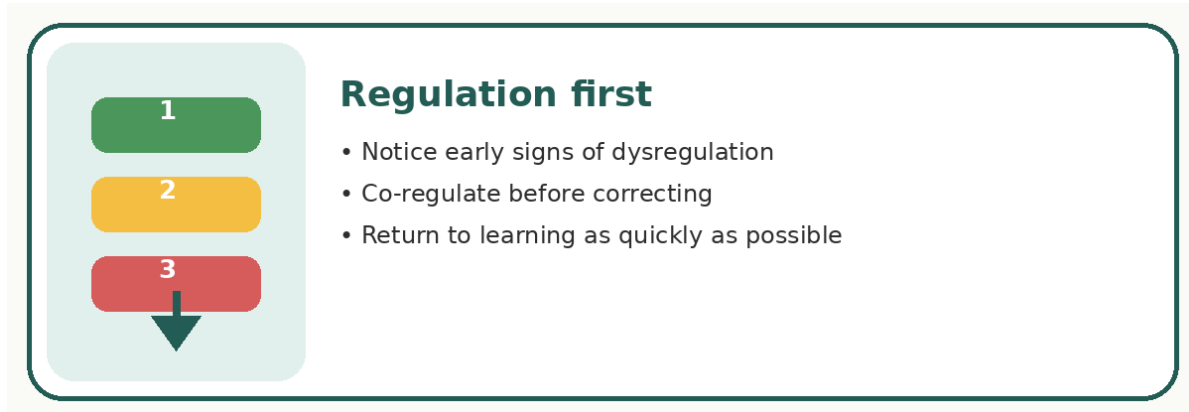
All pupils are explicitly taught, modelled and expected to follow our Golden Rules:



These expectations are revisited daily through class routines, assemblies, RSHE, Circle Time and adult modelling. Staff use clear scripts and consistent language so pupils know what good behaviour looks like in different parts of the school day.

Staff regularly share our Golden Rules and reinforce the consequences if they are not followed.

3. Teaching Behaviour and Emotional Regulation



Behaviour is taught as a curriculum we use resources from [TGMC](#) and [About Us - Elsa Support](#)

Staff teach clear routines, practise transitions, narrate positive choices and help pupils understand emotions and regulation strategies. Regulate to educate through:

- Emotion coaching strategies
- Emotional Literacy
- EYFS- Feelsville resources from TGMC
- Daily check-ins using Thermometer / Zones / Balls of Emotion
- Circle Time, RSHE, CST principles and RE links to dignity, respect and forgiveness
- Modelling by all staff, including calm tone, **predictable routines** and respectful correction
- Co-regulation before correction when pupils are dysregulated
- Learning Pathways

Staff use language such as:

- “I can see you are feeling...”
- “I am here to help you get back to ready.”
- “The expectation is...”
- “You have a choice: ...”

Support for Parents

Resources can be accessed through the parental portal [TGMC](#)

4. Whole School Behaviour System

Positive Recognition

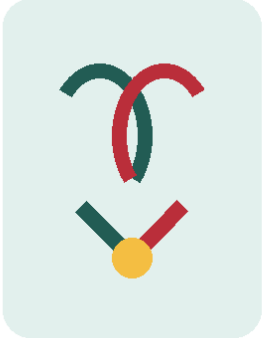
- Proud Cloud
- House points
- Star of the Week
- Headteacher Awards
- Celebration assemblies
- Individual positive recognition systems when pupils need personalised motivation

Zones System: Regulation First Approach

Zone	Purpose	Staff response
Zone 1: Ready to Learn	Regulated behaviour	Praise, reinforce and model
Zone 2: Support Needed	Early dysregulation	Prompt, emotion coach and redirect
Zone 3: Significant Dysregulation	Behaviour impacting learning or safety	Removal if needed, reflection and restorative follow-up

Children are supported to return to Zone 1 as quickly as possible. Adults avoid public shaming and keep corrections brief, calm and specific

5. Restorative Practice: Core Expectation



Restorative repair

- What happened? Who was affected?
- What needs to happen to put things right?
- Adults teach accountability with compassion

Following incidents, staff use restorative conversations and the **Restorative Behaviour Flipbook** to explore:

- What happened?
- What were you thinking and feeling?
- Who has been affected?
- What needs to happen to put this right?
- What support do you need to make a better choice next time?

This ensures accountability, repair of relationships, emotional development and a clear return to learning.

6. Consequences and Sanctions: DfE-Aligned KS1 and KS2

Support and sanction sit together. Consequences are used to teach, protect learning and maintain a calm school environment. Sanctions will be proportionate, lawful, reasonable in the circumstances, and applied consistently while taking account of age, SEND, disability, trauma, safeguarding information and any reasonable adjustments.

Stage	Response	Example
Reminder	Quiet, non-verbal or verbal prompt	"Remember our Golden Rules."
Warning	Clear instruction and choice	"You need to... or..."
Sanction 1	Loss of privilege / time-out in class	Reflection time
Sanction 2	Removal to another supervised space / partner class	Work completion and reset
Sanction 3	SLT involvement	Behaviour recorded and parent contact considered
Serious breach	Immediate escalation	See section 7

Sanctions are restorative, not punitive alone. Pupils should understand what happened, why the response was given, and how they can repair and improve.

7. Serious Behaviour and Immediate SLT Response

Serious behaviour may include:

- Physical aggression or behaviour causing, or risking, injury
- Bullying, discriminatory behaviour or harassment
- Swearing or serious disrespect to adults
- Deliberate damage to property
- Persistent defiance or refusal that significantly disrupts learning
- Behaviour that creates a safeguarding or safety concern

Responses may include removal from class, parental contact, restorative work, a behaviour plan, targeted support, involvement of external agencies, internal provision, suspension or, in the most serious circumstances, permanent exclusion in line with DfE statutory guidance.

8. Removal from Class and Internal Support

At Holy Cross & All Saints RC Primary School, removal from a classroom is a serious behaviour management strategy that may be used when a pupil's conduct is significantly disrupting learning, posing a risk to the safety of others, or preventing the effective education of other pupils.

Removal is intended to:

- Restore calm and order.
- Maintain a safe learning environment.
- Enable pupils to regulate their behaviour.

- Protect the learning of others.
- Prevent escalation where possible.

Removal from class will:

- Be used for the shortest time necessary.
- Be proportionate to the behaviour displayed.
- Take place in a supervised setting.
- Allow the pupil to continue learning wherever possible.
- Be recorded by the school.
- Be followed by a restorative conversation and supported reintegration into learning.

Internal Suspension (Internal Exclusion)

In some circumstances, school may decide that an internal suspension is the most appropriate response to serious or repeated breaches of the Behaviour Policy.

An internal suspension involves a pupil being removed from their usual class and placed in a supervised alternative setting within school for a defined period of time. During this period, pupils will remain in school, continue their education and receive appropriate support.

Internal suspension may be used where:

- Behaviour has seriously disrupted learning.
- There has been a significant breach of school expectations.
- Previous interventions have not secured improvement.
- A suspension is being considered but an internal sanction is deemed more appropriate.
- The safety or wellbeing of others has been affected.

The purpose of internal suspension is to:

- Reinforce behaviour expectations.
- Provide time for reflection and restorative work.
- Reduce disruption to other pupils.
- Support successful reintegration into the classroom.
- Maintain pupils' access to education.

During an internal suspension:

- Pupils will be supervised

- Appropriate learning activities will be provided.
- Staff will support reflection and behaviour improvement.
- Parents/carers will be informed.
- Reintegration arrangements will be made before the pupil returns to normal lessons.

Internal suspension is a structured educational intervention and should not be confused with isolation or seclusion. It will be time-limited, purposeful and focused on helping pupils successfully return to their learning.

Reintegration Following Removal or Internal Suspension

Following a removal from class or internal suspension, staff will work with the pupil and, where appropriate, parents/carers to:

- Reflect on the incident.
- Repair relationships.
- Identify any support required.
- Agree strategies for future success.
- Re-establish high expectations for behaviour.

The school believes that behaviour incidents should be viewed as opportunities for learning, restoration and personal growth, reflecting our Gospel values of dignity, forgiveness, responsibility and reconciliation.

9. Age-Phase Systems for unregulated behaviour check with staff

EXAMPLES OF UNREGULATED BEHAVIOUR

- Bullying
- Calling names
- Persistent bad manners
- Physical harm to others
- Disobedience
- Defiance
- Disrupting the class
- Telling lies
- Answering back/Arguing
- Destruction to resources
- Swearing
- Non completion of work
- Not listening

Early Years Foundation Stage (EYFS)

Focus: Co-regulation, routines and emotional language

In the Early Years Foundation Stage (EYFS), children are supported to develop self-regulation, independence and positive behaviour through consistent routines, strong relationships and clear, predictable expectations. Staff recognise that young children are still learning how to regulate their emotions and behaviours and therefore respond with calm, consistent guidance while maintaining high expectations.

Behaviour is supported through a simple, consistent three-step approach, underpinned by emotional coaching and restorative practice.

Step 1 – Reminder

- The child is reminded of the expected behaviour and what they need to do instead. Adults use calm, simple and consistent language alongside visual prompts, hand gestures or visual cues where appropriate to keep interactions positive and low key.
- Staff consistently reinforce expectations using visual prompts such as **"I Like It"** 👍 and **"I Don't Like It"** 👎, helping children understand the behaviours that are expected in line with the school's Golden Rules.

Step 2 – Thinking Chair

- If the behaviour continues, the child is supported to spend approximately **3–5 minutes** in the designated **Thinking Chair** to regulate and reflect.
- Adults use clear **"When... then..."** language to reinforce expectations, for example: *"When you are ready to use kind hands, then you can return to your learning."*
- Following this short reflection period, children are warmly welcomed back into the activity and adults actively notice, praise and reinforce positive behaviour to support successful re-engagement with learning.

Step 3 – Time Out of the Classroom (Escalation)

- If behaviour continues, or a child is too dysregulated to regulate safely within the classroom environment, an adult may support them with a short period outside the classroom.
- This may include a brief walk to a designated calm space before returning to class once the child is emotionally ready. During this time, adults help the child regulate, discuss what has happened using age-appropriate restorative language and reinforce that the temporary removal was to help everyone remain safe and ready to learn.
- The child is supported to return to learning as quickly as possible once they are calm and regulated.

Teaching Positive Behaviour

Positive behaviour is explicitly taught, modelled and celebrated throughout the Nursery and Reception day. Adults consistently reinforce the school's Golden Rules through positive language, visual prompts and simple behaviour mantras that children can remember and apply independently.

Children are recognised for making positive choices through:

- Specific verbal praise linked to the behaviour shown
- Stickers and certificates
- Proud Cloud and whole-school celebration systems
- Occasional small rewards for demonstrating excellent choices, perseverance or completing classroom challenges
- Recognition of teamwork and cooperation

- The EYFS team also uses team colour groups to encourage collaboration, shared responsibility and a sense of belonging, particularly during routines such as tidying up, transitions and cooperative learning activities.
- This consistent approach helps children develop self-regulation, resilience, responsibility and positive relationships while ensuring behaviour is taught as part of the EYFS curriculum rather than viewed simply as compliance.

Key Stage 1 (KS1)

Focus: Developing independence in regulation

Approach:

- Zones system actively used
- Increased use of reflection
- Time out within classroom or outside classroom
- Supported restorative conversation

Sanctions:

- Loss of small privileges
- Supported restorative conversation
- Time out within classroom or outside classroom
- SLT involvement where needed

Key Stage 2 (KS2)

Focus: Responsibility, self-regulation and accountability

Approach:

- Independent use of strategies
- Structured reflection
- Clear links between choices and consequences

Sanctions:

- Loss of privileges, such as Golden Time
- Reflection tasks
- Time out within classroom or outside classroom
- Removal to partner class
- SLT involvement where needed

Some children may need personalised support to manage their emotions and behaviour and this may include an amended visual designed specifically for them and additional strategies. These strategies will promote emotional literacy and reward good behaviour and manage emotional dysregulation. School may request advice and support from external agencies at this point. If needed, a home school communication book may be used to share information between parents and staff.

Reflecting on Behaviour

To support children with their behavior it can be useful to complete an Emotion Evaluation Form to reflect on their emotions. This should be done at the closest possible time e.g. playtime, lunchtime or Golden Time.



My Reflecrction Time
Sheet.png

Emotion Evaluation Form:



Reflection - Comic
Strip Conversation.pn

Comic Strip Conversation Form:

Children may be sent to Mrs Bell where appropriate to discuss their emotions and reasons for behaviour, possibly using pupil voice / emotional literacy resources.

Behaviour support report

If a child continues to have difficulties meeting the school's behavioural expectations and targets, they may be placed on a Behaviour Support Report. This report will track their progress and identify areas for improvement. Staff will work closely with the child, providing regular support and guidance. After each session, staff will reflect with the child on their behaviour and choices, both celebrating success and discussing areas for growth. These reflections will be recorded on the child's individual report sheet which will be shared with parents / carers at the end of each day. Parents will be asked to sign the report at the end of each day to show that they have viewed and discussed the report with their child. The need for a Behaviour Report will be reviewed on a regular basis, in discussion with parents / carers.



Behaviour Support
Report.docx

Bullying, Discrimination, Aggression, Derogatory Language

Incidents are addressed quickly and information shared with parents. We promote a culture where bullying, harassment/violence is never acceptable; staff challenge inappropriate language consistently, and the DSL leads safeguarding responses per statutory guidance.

Racial Behaviours

In line with our anti-bullying policy, we support children to understand words and phrases that are not appropriate to use in any context. If a racial word or phrase is used, this must be logged on CPOMs under 'racist incidents'. This incident should be discussed with the parents of the children involved. This should also be discussed with a member of the leadership team who can signpost to further education and support.

Behaviour Outside School Premises & Online

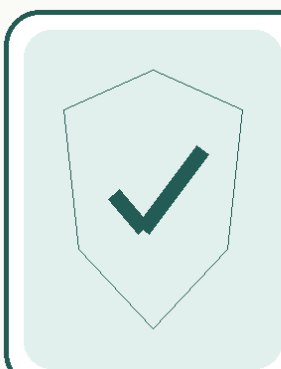
We may sanction pupils for behaviour off-site (including online) when participating in school activities, travelling to/from school, wearing uniform, or when conduct could have repercussions for school order, pose a threat to another pupil, or adversely affect the school's reputation. Online behaviour (e.g., bullying, inappropriate language, sharing nude/semi-nude images) is addressed per safeguarding guidance

10. Support for Additional Needs, SEND and Equality

Some pupils require adapted approaches. Staff will consider whether behaviour may be linked to SEND, disability, unmet need, communication, wellbeing or safeguarding. The school will make reasonable adjustments where required and will not lower expectations; instead, we adapt teaching, support and consequences so pupils can meet expectations successfully.

- Individual behaviour plans and risk assessments where needed
- SEND-informed strategies and advice from the SENCO
- External agency support, including educational psychology, behaviour support or health professionals where appropriate
- Reasonable adjustments in line with the Equality Act 2010
- Regular review with parents and carers

11. Restrictive Interventions, Physical Contact and Reasonable Force



Safety and reasonable force

- Restrictive interventions are a last resort
- Use the least restrictive option for the shortest time
- Record, report and review any incident

In line with DfE guidance effective from 1 April 2026, restrictive interventions, including reasonable force, will only be used when necessary, reasonable and proportionate, and normally as a last resort to prevent injury, serious damage to property or serious disruption, or to maintain good order and safety.

- Staff should use de-escalation and least restrictive approaches wherever possible
- Any force used must be the minimum necessary and for the shortest possible time
- Reasonable force must never be used as punishment
- Incidents involving restrictive intervention must be recorded, reported to parents as soon as practicable, and reviewed by SLT
- Where a pupil may need physical intervention as part of a planned response, this will be risk assessed, agreed with parents where appropriate, and reviewed regularly

Primary-school practice note

- Positive physical contact, such as comfort for a distressed child, first aid, or guiding a pupil to safety, may be appropriate when it is professional, proportionate and in the child's best interests. Staff must remain mindful of safeguarding, dignity and consent.

12. Searching, Screening, Confiscation and Mobile Phones

The school will follow DfE guidance and safeguarding procedures when considering searching, screening or confiscation. Any search will be lawful, proportionate, respectful of dignity and carried out by authorised staff. Where items are confiscated, they will be stored, returned, disposed of or passed to relevant agencies in line with the guidance and school procedures.

Mobile phones and smart technology with similar functionality are not used by pupils during the school day unless a specific arrangement is agreed by the Headteacher for safety, medical or SEND reasons. Any breach will be managed proportionately and in line with the school's safeguarding and behaviour procedures.

13. Suspensions and Permanent Exclusions

Suspension or permanent exclusion will only be used as a last resort, following DfE statutory guidance and after considering safeguarding, SEND, equality duties, reasonable adjustments and the pupil's circumstances. The Headteacher is responsible for decisions to suspend or permanently exclude. Parents/carers, governors and the local authority will be informed as required by statutory timescales.

Possible reasons may include serious harm, persistent disruption, serious breach of safety or repeated serious breaches of this policy. During a suspension, the school will set and mark work for the first five school days and plan reintegration support.

Important 2026 update

- DfE has published suspension and permanent exclusion guidance coming into force from 26 July 2026. Our school will follow this guidance before making or reviewing any suspension or exclusion decision.

14. Recording, Monitoring and Review

Staff will:

- Record incidents accurately and promptly – use of ABCC forms for ongoing behaviour support and CPOMS for serious/ isolated incidents.
- Record use of removal, serious sanctions, bullying, discriminatory incidents and any restrictive intervention
- Inform parents when necessary and early enough to support partnership working- when necessary complete feedback in home/ school communication books.

SLT will:

- Analyse behaviour data for patterns by pupil, class, time, location, type of incident and protected characteristics where appropriate
- Review the effectiveness of interventions and reasonable adjustments
- Report patterns and policy effectiveness to governors
- Use data to improve staff training, supervision arrangements and curriculum teaching of behaviour

15. Partnership with Parents and Carers

We will communicate concerns early, work collaboratively and share strategies for home and school. Parents and carers are expected to support the school's Golden Rules, encourage respectful conduct and work with staff when additional support is needed.

16. Staff Training and Consistency

All staff receive induction and regular updates on this policy, including behaviour routines, emotion coaching, restorative practice, recording systems, SEND-informed practice, de-escalation, safeguarding links and restrictive intervention procedures. Leaders will check consistency through learning walks, behaviour data, staff feedback and pupil voice.

17. Linked DfE Guidance and School Documents

- DfE Behaviour in Schools: advice for headteachers and school staff (last updated 19 February 2024)
- DfE School Suspensions and Permanent Exclusions statutory guidance (current version and version coming into force from 26 July 2026)
- DfE Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)
- DfE Searching, Screening and Confiscation guidance
- DfE Mobile Phones in Schools guidance
- SEND Code of Practice and Equality Act 2010 duties
- Keeping Children Safe in Education and the school Safeguarding Policy
- Anti-Bullying Policy, SEND
- Policy, Attendance Policy and PSHE/RSHE curriculum

OUR GOLDEN RULES

We follow our Golden Rules
every day to be the best we can be!

1

We are kind, helpful
and look after each other



2

We try our best
and work hard



3

We listen carefully and
respect adults and
other children



4

We play together
and share



5

We do not hurt anyone
with our words or
our bodies



6

We keep our school
tidy and look after
property



7

We are
always honest



Love Jesus, Love Learning, Love Life





MY REFLECTION TIME



We can't always control what others do, but we can choose how we respond. ♥

ABOUT ME



Name: _____
Class: _____
Date: _____
Adult Supporting Me: _____



THINKING ABOUT WHAT HAPPENED



What happened?



Who was involved?



What was the problem?



UNDERSTANDING FEELINGS



How was I feeling?



☐ Angry



☐ Sad



☐ Jealous



☐ Embarrassed



☐ Worried



☐ Silly

☐ Other: _____



How do I think the other person felt?



What might they have been thinking?



Remember...

- ♥ It's ok to make mistakes.
- ♥ We can learn and make better choices.
- ♥ Kind words and actions help everyone.

Take your time,
think carefully
and be honest.





COMIC STRIP CONVERSATION



We can all make mistakes.
What matters is learning from them and making better choices next time. ♥



DRAW A COMIC STRIP TO SHOW:



**1 WHAT
HAPPENED**



Draw the part that
explains what
happened.

**2 WHAT PEOPLE
SAID**



Use speech bubbles
to show what people
said to each other.

**3 WHAT PEOPLE
WERE THINKING**



Use thought bubbles
to show what people
were thinking.

**4 A BETTER CHOICE
YOU COULD MAKE
NEXT TIME**



Show a better choice
you could make
next time.

**5 A POSITIVE
ENDING**



Show how things
end in a positive
way.

1	2	3	4	5



SPEECH BUBBLES
= what people say



THOUGHT BUBBLES
= what people think



FEELINGS
= show how people feel



GOOD CHOICES
= we can all make
better choices!



♥ I can learn from my mistakes. I can make better choices. I can be the best version of me! ♥

PROUD CLOUD

