St. Edward's Catholic Primary School

Relational Behaviour Policy

2026/2027

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____ Date:_____

(Mr K Connolly – Chair of Governors)

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Contents:

Introduction
Catholic Social Teaching
Statement of Intent

1. Legal Framework
2. Roles and Responsibilities
3. Behaviour Expectations
4. Relational Practice (TIASS)
5. Recognition and Rewards
6. Responding to Behaviour
7. Restorative Practice
8. Consequences
9. Inclusion /Special Educational Needs
10. Home/ School links
11. Serious Behaviours
12. Physical Contact with Pupils
13. Resources and CPD
14. Staff well-being and workload

Appendices

Introduction
Our behaviour policy is based on the Christian principle of love and respect for each other. Our school uses a TIAAS (Trauma Informed Attachment Aware School) approach to behaviour. We recognise that children's experiences shape how they respond to situations and we aim to support them with understanding, empathy and consistency.

"Love one another as I have loved you."
John 15:12

This policy has been developed within the spirit and context of our Mission statement, 'Jesus is at the heart of all that we do'; and embraces the principles of Catholic Social teaching, prioritising the dignity of the human person and solidarity, recognising our sense of unity and mutual responsibility within our school community. We value every member of our school community and work hard to ensure that all are valued, respected and feel safe. All our children and families are important-our school is enriched by the diversity of ethnicity, culture and faith of its learners. As a school, we strive to ensure equality of access to the curriculum and all learners.

Catholic Social Teaching
Our behaviour policy reflects the values of the Catholic social teachings. By embracing diversity, fostering creativity, and promoting social and spiritual development, we aspire to nurture well-rounded individuals who appreciate the power of forgiveness, compassion and empathy, the importance of conflict resolution and reflection on our own behaviour and attitude in shaping a harmonious and compassionate society.

Statement of Intent
At our school, we are committed to creating a calm, safe and inclusive environment where every child feels valued, respected and ready to learn. Guided by our Catholic ethos and Gospel virtues, we believe that positive relationships are the foundation of excellent behaviour, wellbeing and achievement.

Our relational, trauma-informed approach recognises that behaviour is a form of communication. We seek to understand and respond to pupils' needs with empathy, consistency and high expectations, supporting every child to develop self-regulation, responsibility and positive relationships.

Through a whole-school commitment to kindness, dignity and respect, we work in partnership with pupils, families, staff and governors to promote a positive culture where all members of our community can flourish. This policy provides a clear framework for supporting behaviour, celebrating success and addressing unacceptable behaviours, including bullying and discrimination, in a fair and restorative way.

By placing relationships at the heart of our practice, we aim to ensure that every child knows they belong, feels safe, understood and empowered to reach their full potential as a unique child of God.

1. Legal Framework
1.1 This policy has been created with regard to the following legislation:

- Education Act 2002
- Equality Act 2010
- Children and Families Act 2014
- Education and Inspections Act 2006
- Human Rights Act 1998

1.2 This policy has been created with regard to the following statutory and non-statutory guidance:

- Behaviour in Schools: Advice for headteachers and school staff
- Keeping Children Safe in Education 2026
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, July 2026
- Searching, Screening and Confiscation: Advice for Schools
- Restrictive interventions, including the use of reasonable force, in schools, April 2026
- SEND Code of Practice: 0 to 25 years
- Working Together to Safeguard Children
- Working Together to Improve School Attendance
- Mobile phones in schools guidance.

1.3 This policy also links with the following school policies:

- Anti-Bullying Policy
- Suspension/PEX Policy
- SEND Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Attendance Policy
- Equality Policy
- Mobile Technology Policy

Safeguarding and Behaviour

The school recognises that behaviour can be an indicator of abuse, neglect, exploitation or other safeguarding concerns. Staff will remain alert to changes or patterns in a child's behaviour and will follow the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026. Where behaviour gives rise to a safeguarding concern, safeguarding procedures will take precedence over routine behaviour procedures and concerns will be reported promptly to the Designated Safeguarding Lead or Deputy DSL.

2. Roles and Responsibilities

All adults in school are responsible for behaviour. Every member of staff has a duty to model respectful relationships, maintain high expectations and contribute to a culture where every child feels safe, valued, understood and able to flourish.

2.0 Governors are responsible for:

- regularly reviewing standards and progress throughout the school via link Governor meetings, reports and Head Teacher/ Safeguarding reports and updates.
- Ensure all policies are developed, updated and implemented in collaboration with the headteacher.
- Standards, Catholic ethos and Financial responsibility.

2.1 The Head Teacher is responsible for:

- Working in partnership with parents, carers, external agencies, governors and the wider community to secure positive outcomes for pupils.
- Ensuring behaviour incidents involving bullying, discrimination, safeguarding concerns or serious misconduct are investigated and addressed appropriately.

- Supporting staff wellbeing by ensuring that behaviour expectations, procedures and responses are clear, fair and consistently applied.
- Strategic leadership, implementation, and continuous improvement of the school curriculum.

2.2 The Behaviour Leader is responsible for:

- Leading the development, implementation and monitoring of the school's Behaviour Policy.
- Promoting a whole-school culture of high expectations and positive behaviour.
- Analysing behaviour trends and providing reports to senior leadership and governors.
- Coordinating whole-school behaviour systems for rewards and sanctions.
- Working directly with children who display challenging behaviour, providing coaching, mentoring and tailored interventions.
- Leading on restorative practice, conflict resolution and de-escalation strategies.
- Providing guidance and coaching to teachers and support staff on behaviour management.
- Modelling effective behaviour strategies in classrooms and shared spaces.
- Working in partnership with the SENDCo, to identify pupils with social, emotional and mental health (SEMH) needs.
- Liaise with safeguarding leads where behaviour concerns may indicate wider vulnerabilities.
- Promote a collaborative approach between home and school.

2.3 The Class Teacher is responsible for:

- Building positive, trusting and respectful relationships with pupils.
- Establishing and maintaining a calm, safe and purposeful classroom environment.
- Explicitly teaching and modelling expected behaviours, routines, values and social skills.
- Using relational and restorative approaches to support pupils in understanding the impact of their behaviour and repairing relationships.
- Responding to behaviour consistently and fairly in line with this policy.
- Recognising, celebrating and reinforcing positive behaviour and personal achievements.
- Adapting strategies to meet the needs of pupils, including those with SEND, SEMH or other additional needs.
- Supporting pupils to develop self-regulation, emotional literacy and resilience.
- Recording and communicating behaviour concerns promptly and accurately.
- Working collaboratively with families, support staff and school leaders to support pupils experiencing difficulties.
- Planning lessons effectively, ensuring a range of teaching methods are used to meet the needs of all learners.

2.4 The support staff are responsible for:

- Support the school's behaviour expectations through positive, consistent and respectful interactions with pupils.
- Build nurturing relationships that help pupils feel safe, valued and understood.
- Model expected behaviours, language and attitudes at all times.
- Use agreed relational and de-escalation strategies to support pupils.
- Reinforce classroom routines, expectations and positive behaviour.
- Share relevant observations and concerns with class teachers and leaders to support early intervention.
- Contribute to behaviour support plans and pastoral interventions where appropriate.
- Promote inclusion by helping all pupils access learning and participate fully in school life.
- Support restorative conversations and relationship repair following incidents.

- Work in partnership with teachers and families to ensure a consistent approach.

2.5 The pupil is responsible for:

- Ensuring they behave in accordance with St. Edward's behaviour policy.
- Take responsibility for their own behaviour and choices.
- Try their best in all aspects of school life and be ready to learn.
- Show respect for adults, other pupils, property and the school environment.
- Use strategies and support to help regulate their emotions and behaviour when needed.
- Be honest and truthful about their actions.
- Seek help from a trusted adult when they are worried, upset or finding things difficult.

2.6 Parents are responsible for:

- Supporting our Behaviour Policy as per the 'Home-School Agreement'.
- Having follow-up conversations with children where necessary.
- Attending meetings regarding behaviour.
- Working in partnership with the school.

3. Behaviour Expectations

Our Three Rules

At St Edward's, we aspire to be role-models to all. We do this by following our three Rs, the three school rules:

- Respectful
- Responsible
- Resilient

These three rules underpin the behaviour we expect to see in school from all staff and children. When discussing behaviour, we expect to hear the language of the three Rs being used by children and staff. In the classroom, teachers will work with children to ensure everyone fully understands the expectations by discussing what these rules look like within the classroom and throughout the school.

In all areas of school life, children are encouraged to live out The St. Edward's Way by being Respectful, Responsible and Resilient. They will:

- Take pride in their work and always strive to do their best.
- Speak kindly and respectfully to their peers and all adults.
- Listen carefully, work cooperatively with learning partners and contribute positively to discussions.
- Respond positively to feedback and use it to improve their learning.
- Seek support from a trusted adult when they need help managing their feelings or emotions.
- Use designated safe and supportive spaces to regulate themselves so that they are ready to learn.
- Show resilience when facing challenges, solving problems and putting things right when mistakes are made.
- Reflect on their choices and take responsibility for their actions towards others.
- Play safely and kindly, using kind words, kind hands and kind feet at all times.
- Work together to care for the school environment, treating equipment respectfully and returning it to its proper place after use.

- During whole-class teaching, sit or stand attentively, facing the speaker and ready to learn. Where appropriate, reasonable adjustments will be made to support pupils with additional sensory or learning needs.

Adults have a responsibility to model, teach, remind and support these expectations, helping every child to become a respectful, responsible and resilient role model within our school community.

Lunchtime Behaviour
Lunchtime Supervisors will follow the same behaviour policy as teaching staff. They will always role model good behaviour, be positive and praise children for good behaviour choices. Lunchtime supervisors will award Class Dojos. When these are given to children, they will clearly explain why they are giving them to the child referencing the values or rules.

Unacceptable behaviour at lunchtime
Lunchtime supervisors will use the Meaningful Minute script to support children to make good behaviour choices at lunchtimes. If the behaviour continues after a time-out or if it is felt it is not safe for the child to stay on the playground, the child may be taken to reflection. This should be clearly explained to the child. If a child will not cooperate or their behaviour is dangerous then the Behaviour Lead or member of SLT will be called to support.

Reporting to Teachers
Lunchtime supervisors are expected to deal with behaviour issues that occur at lunchtime, but any rough, aggressive or unkind behaviour must be fed back to the class teacher or covering teacher at the end of lunchtime.

Environmental Expectations
Below is a list of behaviours that we all expect our children to display in different environments in our school. We know that issues arise when adults are unsure of what is acceptable or fail to challenge unacceptable behaviour. We know that our children are capable of showing the 'best behaviour' and often do. At St Edward's high expectation should be the norm. Relationship and teaching self-regulation are key!

Lining up
● Stand still and be silent when the whistle is blown and then walk calmly on teacher instruction
● Stand one behind the other in a single file line
● Be calm and orderly

Lunch Hall
● Remove coats before being seated and eating own food
● Be polite and respectful to each other and supervisors
● Use cutlery properly (may need to be taught)
● Take responsibility for food that is dropped
● Clear own plates or dispose of rubbish

Educational Visits/ visitors
● Be polite and show smiles (welcome anyone to our school with pride)
● Follow instructions first time
● Show respect to property and take responsibility for your own
● Be an active participant
● Remember you are St Edward's

Playground
- Children should be visible to adults and adults visible to children at all times
- Games that involve contact (except where an adult is refereeing) are not allowed
- Equipment and zoned areas are to be used as they were designed i.e. trim trail
- No ball games during morning play but can in supervised areas in the playground at lunch
- Do and say kind things
- Look out for those who may be alone

Corridor Behaviours
- Walk
- Engage with adults and expect adults to engage with them
- Be quiet and not disturb others
- Report behaviour that is not the 'best'

School Expectations Of Pupils

1. Always wear school uniform - be neat and tidy in appearance.
    i. Shoes must be worn in school- no trainers (apart from break times and these must be changed before returning to class).
    ii. Shirts/blouses **must** be tucked in.
    iii. Nail varnish/ fake tan/ tattoos/make-up are not permitted.
2. No running or shouting anywhere inside the school buildings.
3. Keep to your left as you move through the corridors and on staircases.
4. Long hair should always be tied back. No extreme hairstyles are permitted.
5. Jewellery – no earrings are permitted to be worn for health and safety reasons and only a simple watch is permitted for educational purposes.
6. Cloakrooms must be kept tidy - with bags and coats placed on the appropriate hooks.
7. Children are expected to keep the school environment clean and tidy. Litter must be placed in the bins provided.
8. In the playground, children should STOP IN SILENCE when the whistle is blown and classes will be called to line up.
9. Manners- Children are expected to always address a person politely by his/her name. Stand back for adults. Say good morning/good afternoon to visitors and make them feel 'welcome.' Hold door open for others.
10. Pupils should not bring in personal items e.g. mobile phones, iPods, toys, Fitbits or any other Smart devices etc. Year 6 children who use mobile phones because they walk home by themselves MUST hand these in at the school office on arrival and collect them at the end of the school day.
11. Children will remove hats when they enter the school building. Coats will be removed when eating.

Please note that all of the above expectations, with the exception of points 1.i and 1.ii, continue to apply on non-uniform days.

4. Relational Practice (TIAAS)

At St Edward's Catholic Primary School, we believe that positive relationships are the foundation of effective behaviour, wellbeing and learning. Our behaviour approach is rooted in the principles of being a Trauma-Informed and Attachment-Aware School (TIAAS), recognising that children's experiences can influence how they think, feel and behave. We understand that behaviour is a form of communication and seek to respond with empathy, understanding and consistency, while

maintaining high expectations for all. Through nurturing relationships, the use of PACE (Playfulness, Acceptance, Curiosity and Empathy), restorative conversations and explicit teaching of positive learning behaviours, we help pupils develop self-regulation, resilience and responsibility. We create calm, predictable and inclusive environments where children feel safe, valued and connected, enabling them to thrive academically, socially, emotionally and spiritually. By building strong partnerships between pupils, families and staff, we ensure every child is supported to learn from their experiences, repair relationships when difficulties arise and flourish as a unique child of God.

5. Recognition and Rewards

1. Class Dojo– to record accumulated individual house points. These will be awarded to children for good work and behaviour.
2. Classes and children with the most house points earned each week and so far in the year are announced and displayed in Praise Assembly.
3. At the end of every half-term the house with the most house points will receive an extra reward (e.g. extra breaktime, own clothes day etc.).
4. Certificate of achievement awarded to one child from each class at the weekly Praise assembly (Star of the Week) which is then followed by a special tea with a member of SLT.
5. Handwriting certificates, Pen Licences and Writer of the Week certificates, Mathematician of the Week and Timestable Rockstars Certificates.
6. Individual awards/class awards by individual teachers/ staff.
7. One pupil selected as pupil of the term- special tea with Mrs Kennett and a certificate *
8. Lunchtime Supervisors awarding good behaviour with lunchtime tokens.
9. In addition to this, all children who individually receive:
   100 house points - are awarded with a bronze certificate.
   250 house points - are awarded with a silver certificate.
   500 house points - are awarded with a gold certificate.
   1000 house points – are awarded with a platiunum certificate.
10. Children displaying our Gospel Virtues will be recognised weekly during Gospel Assembly.
11. Children displaying good manners are awarded raffle tickets for a weekly draw during Gospel Assembly.
12. Praise Postcards are sent out by class teachers twice per half-term for those children who are behaving in 'The St Edward's Way.'

6. Responding to Behaviour

Our three school rules – Be Respectful, Be Responsible and Be Resilient – underpin all behaviour expectations throughout St. Edward's Catholic Primary School. These values provide a consistent language for adults and children and are used to support reflection, encourage positive choices and strengthen relationships.

Children are regularly reminded of the Three Rs and are supported to understand how their choices affect themselves and others. Staff use the language of the Three Rs to help children recognise positive behaviour, reflect on mistakes and make things right.

Every classroom includes a Safe Space where children can access strategies and resources to help them regulate their emotions and return to learning successfully. Through My Happy Mind, PSHE, Religious Education and pastoral support, children are taught self-regulation strategies, including mindfulness, breathing techniques, reflection and calming routines, enabling them to develop resilience and become increasingly independent in managing their emotions.

All adults at St. Edward's respond to behaviour in a calm, consistent and relational manner. Our approach focuses on connection before correction, maintaining high expectations whilst preserving positive relationships. Staff use a short restorative script to support children in making positive behaviour choices. This script reinforces expectations, provides reassurance and gives children an opportunity to regulate and correct their behaviour.

Children are always given time and support to make a better choice. Every child has the right to learn in a calm and safe environment, and where behaviour significantly disrupts learning, additional

support and intervention may be required.

Step 1 – Connect and Redirect
Through high-quality teaching and positive relationships, adults promote positive behaviour by:

- Noticing and praising positive choices.
- Recognising effort and achievement.
- Using respectful reminders and encouragement.
- Moving around the learning environment to engage pupils.
- Refocusing attention through questioning and support.
- Using restorative and relational approaches to redirect behaviour.

The aim at this stage is to keep children engaged, connected and successful.

Step 2 – Reminder
Where behaviour does not reflect the expectations of Respectful, Responsible and Resilient, adults provide a gentle reminder of the expected behaviour.
Staff will:

- Refer to the relevant school rule.
- Reinforce what positive behaviour looks like.
- Give children the opportunity to make a different choice.
- Recognise and praise improvements immediately.

Step 3 – Meaningful Minute
If behaviour continues, the adult will have a brief private conversation with the child.
All staff use the meaningful minute script:

• I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].
• I am wondering if you are feeling […]?
• You know to be role-models we are respectful, responsible and resilient at St Edward's. It was the expectation about [lining up / bringing toys into school / not allowing others to learn] that you didn't follow.
• Do you remember when you [did that kind thing for…]? That is who I need to see today.
• When I come back in * minutes, I want to see your wonderful […]. Thank you for listening. Now walk away but remember to return at the given time!

The emphasis remains on restoring relationships, supporting regulation and helping the child make successful choices.
Praise in Public, Remind in Private remains a key principle throughout this stage.

Step 4 – Time In (Classroom Regulation)
If a child is becoming dysregulated, they may be supported to take a short 'Time In' within the classroom 'Safe Space'.
This is not a punishment. It is an opportunity to:

- Regulate emotions.
- Restore a sense of calm.
- Reflect on choices.

- Prepare to re-engage with learning.

An adult will support the child through co-regulation and restorative discussion where appropriate.
All 'Time In' periods conclude with a restorative conversation to repair relationships and agree positive next steps.
Where a child requires a quieter environment to regulate safely, a designated safe space elsewhere in school may be used.

Step 5 – Additional Support and Restoration
If a child is unable to regulate successfully, refuses support or presents a risk to themselves or others, assistance from another member of staff may be requested. The child will be asked to regulate in the 'Safe Space' within another classroom.
Support at this stage focuses on:

- Ensuring safety for everyone involved.
- Supporting emotional regulation.
- Restoring relationships.
- Reflecting on choices.
- Identifying strategies for future success.
- Helping the child return to learning positively.

Any consequences will be delivered calmly, consistently and respectfully. Staff model the Three Rs at all times, ensuring that children experience fairness, dignity and compassion while learning to take responsibility for their actions.

At every stage, our goal is to help children become Respectful, Responsible and Resilient role models who live out The St. Edward's Way, with Jesus at the heart of all that we do.

7. **Restorative Practice**

At St. Edward's Catholic Primary School, all incidents of unacceptable behaviour will be addressed in a timely, restorative and relational manner. Wherever possible, incidents that occur during playtime or lunchtime should be resolved during those times rather than interrupting learning. Children should understand that any behaviour concern will be discussed and resolved at an appropriate reflection time, allowing them to remain engaged in their learning until then.
Reflection is not intended as a punishment. Instead, it is an opportunity for children to develop their understanding of the impact of their actions, strengthen relationships and make positive choices in the future. Adults use restorative conversations to support children in resolving conflicts, repairing harm and living out The St. Edward's Way by being Respectful, Responsible and Resilient.
Where appropriate, a child may require further reflection and restorative support over a period of time in order to fully repair relationships and restore trust.

The Purpose of Reflection
Reflection time aims to help children:

- Understand the impact of their behaviour on themselves and others.
- Take responsibility for their actions and choices.
- Consider how they can repair any harm caused.
- Develop positive strategies for managing situations differently in the future.
- Strengthen their understanding of what it means to be Respectful, Responsible and Resilient.
- Restore relationships and return positively to learning.

Restorative Reflection Questions
Adults may use the following questions to guide reflection conversations. Questions should always be adapted to the child's age, understanding and needs.

Tell me…

1. Can you tell me or show me what happened?
2. I am wondering whether you were feeling worried, upset, frustrated or angry?
3. Those feelings can be really difficult to manage. What happened next?
4. How do you think the other person might have been affected?
5. Which of our school rules could help in this situation: Respectful, Responsible or Resilient?
6. What could you do now to make things right?
7. If a similar situation happened again, what might you do differently?
8. What support do you need to help you make a better choice next time?

Supporting Reflection
Adults should support children by:

- Remaining calm, respectful and non-judgemental.
- Listening carefully and helping children organise their thoughts.
- Focusing on the current situation rather than revisiting unrelated incidents.
- Helping children identify solutions and next steps.
- Supporting children to take ownership of repairing harm.
- Encouraging children to move up the Accountability Ladder and become positive role models.

Staff may use a Wonder – Notice – Imagine approach:

Notice what happened and acknowledge feelings.
Wonder about what may have contributed to the situation.
Imagine positive solutions and different choices for the future.

<u>Adult Reflection and Professional Responsibility</u>
At St. Edward's, we recognise that behaviour is a form of communication. Adults are expected to reflect on patterns of behaviour and consider whether adjustments to provision, relationships, routines, support or learning environments may be needed.

When concerns arise, staff should ask:

- What might this behaviour be communicating?
- What barriers may be affecting this child?
- How can we better support regulation, engagement and belonging?
- Are there adaptations that could help the child achieve success?

All members of staff share responsibility for leading restorative conversations and supporting children to make positive choices. Senior leaders and pastoral staff are available to provide additional support where required.
By working together in a consistent, compassionate and restorative way, we help every child grow as a Respectful, Responsible and Resilient member of the St. Edward's community, with Jesus at the heart of all that we do.

8. **Consequences**

Serious negative and/or unacceptable behaviour where the child has deliberately chosen to hurt another person (physically or verbally including racist/bullying/homophobic/mysogynistic language) or damage to school or others property will involve the Behaviour Lead or a member of SLT. The child will have a meeting with the Behaviour Lead or member of SLT to discuss what has happened. After investigation, parents will be informed of the school's actions and will be expected to support the school's decision.

Consequences may include:
- Additional reflection sessions or restorative activity
- Loss of extra-curricular activities/ any privileges
- An individual Behaviour Plan
- A time-limited internal suspension, during which the pupil remains appropriately supervised, continues with their education and receives appropriate support for reflection and successful reintegration
- Suspension for a fixed period, where appropriate, in accordance with current statutory guidance

Incidents of poor behaviour will be recorded on the school's safeguarding system- MyConcern- which is reviewed and analysed on a regular basis.
The school monitors both the frequency and seriousness of behaviour incidents. Ordinarily, repeated incidents will trigger escalating support at approximately 3, 6 and 9 recorded incidents. However, these thresholds are indicative rather than automatic. Leaders will consider the nature, context, frequency and severity of behaviour alongside the individual needs and circumstances of the pupil. Serious incidents, safeguarding concerns or significant patterns may require immediate intervention without waiting for a numerical threshold.

After three behaviour logs the parents/ child are invited in for a meeting with the class teacher to discuss behaviour concerns and to produce a behaviour plan together. The child will be put on report. This is reviewed after 3-4 weeks as a minimum. Behaviour will continue to be monitored and liaison with parent/s will be regular.

3- Class Teacher/ parents/ pupil- Behaviour plan
6- Behaviour Leader/ Class Teacher/parents/ pupil/
9- Senior Leadership Team / Class Teacher/parents/ pupil
Each new term, the cycle begins again, previous incidents will remain logged on the school system.

9. **Inclusion and Special Educational Needs**
We recognise that for a small number of children whose behaviour may be related to a specific SEND need, it may be that the whole school reward and consequence system is not appropriate. A more personalised approach may be necessary to support them in developing the ability to regulate their own behaviour. They may require an individual behaviour plan agreed between the pupil, staff, and parents to support their social and emotional development.
The support of outside agencies will always be requested where deemed appropriate. SEND support services and Educational Psychologists offer invaluable support and we will explore all options when trying to support those considered most vulnerable at our school.
At St. Edward's we will not treat SEND pupils less favourably and will make reasonable adjustments to ensure that they are not disadvantaged. This allowance also includes those children who are looked after (LAC) by the local authority and for those who have been previously looked after by the local authority (PLAC).

When a pupil's behaviour may be related to a disability or special educational need, staff will consider whether reasonable adjustments are required and whether additional support is necessary. The school will seek to identify and address underlying causes of behaviour and will consider its duties under the Equality Act 2010 and Children and Families Act 2014 alongside the SEND Code of Practice.

Any child who is struggling with behaviour, including those who may also have SEND needs will be supported to meet expectations with the following strategies:
•Identified children are offered a soft start to ensure that any worries or concerns they have are addressed in a small group each morning and adjustments to the day can be pre-empted.
•We are a My Happy Mind school and we have been developing the "Happy Breathing" strategy as a calming technique and have been exploring the different parts of the brain so that we can have a better understanding of our feelings and emotions.
•Bean bags placed around school where children can go to help them regulate or to have a brain break. We also have a sensory area with equipment for regulation and opportunities for Sensory Circuits to be offered.
•Lunch time supervisors to support pupils social interaction at lunchtime.
•Use of interventions to support the social and emotional well-being of children.
•Individualised behaviour plans and Millie Reward Charts for children who need further support.

10. **Home/school links**

Parents play a crucial role in the school's system of discipline, and we ensure they are informed of any concerns as they arise. We offer all parents the opportunity to support us in our aims so that children can be prepared for the future and the requirements needed to succeed. We assure parents that all behaviour incidents are dealt with fairly and investigated thoroughly by our staff. However, we will not share any actions taken about another child other than your own. We have an open-door policy and will always welcome parents who wish to discuss any concerns, however we do expect staff and parents to support each other in a relationship built on trust to ensure that children are enabled to reach their full potential. If any incidents are brought to parent's attention by other sources, we ask that parents approach us immediately to enable us to clarify any issues and misunderstandings. Parents sign the Home School Agreement when their child begins school and parents are reminded about our mission, aims and approach to the Behaviour Policy in the newsletter and the initial 'Meet the new teacher' workshops in September.

11. **Serious Behaviours**

Unacceptable Anti-Social Behaviour

For continual unacceptable behaviour or in cases of serious verbal or physical violence the child may be excluded from class (in house exclusion) or receive a fixed term suspension from school.
Suspension and permanent exclusion will only be considered where appropriate and will be undertaken in accordance with the current DfE statutory guidance, "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement". Permanent exclusion will only be used as a last resort.

Child-on-child abuse (including harassment and violence)

St. Edward's Catholic Primary School is committed to providing a safe, respectful and inclusive environment for all pupils. We will not tolerate any form of child-on-child abuse and will never dismiss or minimise such behaviour as "banter", "just having a laugh" or "part of growing up". We recognise that child-on-child abuse can occur between children of the same age or across different age groups

and may include bullying, discrimination, prejudice-based incidents, physical abuse, sexual harassment, sexual violence, gender-based bullying, online abuse, consensual and non-consensual sharing of nude and semi-nude images and/or videos, and other harmful sexual behaviour and harmful behaviours associated with gangs. The school will respond promptly, proportionately and appropriately to all reports of child-on-child abuse, sexual abuse, harassment and discrimination, following current national guidance, local safeguarding procedures and the school's Child Protection and Safeguarding Policy. Appropriate action will always be taken to support those affected, stop harmful behaviour, prevent recurrence, and ensure that all children understand the impact of their actions. Any disciplinary response will take account of the nature and severity of the incident, the ages and developmental needs of those involved, and any previous related concerns, whilst maintaining a restorative approach that promotes accountability, education and positive change.
All reports of child-on-child abuse will be taken seriously and dealt with as safeguarding concerns where appropriate. The school will consider the needs and safety of the child harmed, other children who may be at risk, and the support and intervention required for the child displaying harmful behaviour.

Behaviour Outside School
The school's behaviour expectations may apply to pupils' conduct outside the school premises where it is reasonable for the school to regulate that behaviour, including when pupils are travelling to or from school, wearing school uniform, taking part in an educational visit or representing the school. The school may also respond to behaviour outside school, including online behaviour, where it affects the safety, wellbeing or education of members of the school community or the orderly running of the school.

12. **Physical Contact with Pupils**

At St. Edward's Catholic Primary School, we recognise that positive relationships, emotional safety and effective regulation are essential to children's wellbeing and learning. Appropriate and professional physical contact may, on occasion, be used to provide reassurance, comfort or support where it is in the best interests of the child. Safe touch can help children feel secure, calm and supported, particularly when they are distressed, anxious, overwhelmed or finding it difficult to regulate their emotions. Examples may include comforting an upset child, offering reassurance to a worried child, supporting emotional regulation, or providing age-appropriate encouragement and guidance. All physical contact must be appropriate, proportionate, respectful and in line with safeguarding guidance.

On rare occasions, it may be necessary for staff to use reasonable force or positive handling to prevent a child from causing injury to themselves or others, damaging property, or seriously disrupting the safe and orderly running of the school. Physical intervention might involve, for example, standing between pupils to prevent a confrontation, guiding a child away from a situation, or using approved positive handling techniques to maintain safety. However, physical intervention will always be a last resort, with de-escalation, regulation and restorative approaches used wherever possible. Staff will never use more force than is reasonably necessary and will always seek to minimise distress and avoid injury. Any significant incident involving the use of reasonable force or another restrictive intervention will be recorded and reported in accordance with the DfE's current statutory guidance, *Restrictive interventions, including the use of reasonable force, in schools*. The

school will ensure appropriate recording, reporting, parental communication, post-incident support and leadership oversight.

The decision to use physical intervention rests on the professional judgement of the staff member involved and must take account of the specific circumstances of the incident. Where staff act reasonably, proportionately and in good faith to ensure safety, they will be fully supported by the school. All incidents involving the use of reasonable force or another restrictive intervention must be reported immediately to a member of the Senior Leadership Team and recorded in accordance with the school's procedures (My Concern and the Bound and Numbered Book) current DfE guidance. Detailed records will include the antecedents, actions taken, de-escalation strategies used, the nature of the intervention and the outcome. Parents or carers will be informed, and records will be reviewed by senior leaders and reported to governors as part of the school's monitoring procedures.

All staff receive appropriate training in behaviour support, de-escalation and positive handling through Team-Teach principles and approaches. This training equips staff with strategies to prevent crises, support emotional regulation and, where necessary, intervene safely and proportionately. Where a child requires regular physical support or presents a foreseeable risk to themselves or others, the school will work closely with parents, carers and relevant professionals to develop an Individual Behaviour Plan or Risk Reduction Plan. These plans will outline preventative strategies, known triggers, agreed responses and support mechanisms to ensure the safety and wellbeing of both children and staff.

13. Resources and CPD

To ensure a consistent and effective approach to behaviour across the school, all staff have access to a range of high-quality professional development, training and support resources. Staff can access Beacon School Support, which provides a wide range of bite-sized CPD modules, practical guidance and evidence-informed strategies to support behaviour management, classroom relationships and pastoral care. The platform also offers targeted advice for addressing specific behavioural challenges that may arise within the school setting. In addition, staff receive regular training in Team-Teach approaches, enabling them to develop effective de-escalation, regulation and positive handling strategies. Team-Teach handbooks and guidance materials are available to all staff to support consistent practice. The school also utilises resources from My Happy Mind, which promotes positive mental health, resilience and emotional wellbeing for children, staff and families. Through My Happy Mind, staff have access to resources that support mindfulness, emotional regulation and the use of Happy Breathing techniques, helping children develop self-awareness, manage their emotions and remain ready to learn.

14. Staff well-being and workload

At St. Edward's Catholic Primary School, we recognise that staff wellbeing is fundamental to maintaining a positive, consistent and effective behaviour culture. When implementing this Behaviour Policy, careful consideration is given to the workload and wellbeing of all staff. Clear systems, shared expectations and readily available resources are designed to promote consistency while reducing unnecessary workload. Staff are supported through access to senior leaders, pastoral staff and behaviour leads, who provide guidance, coaching and practical support when needed. Through a culture of collaboration, professional support and ongoing training, we strive to ensure that staff feel valued, supported and empowered to uphold The St. Edward's Way while maintaining a healthy work-life balance and positive wellbeing.

Appendices:

Appendix 1: TIASS Principles poster

TIAAS Principles

We see behaviour as a communication



We regulate before using reasoning and make space for reparation



We recognise that a sense of safety is the foundation of all learning and exploration



Trauma Informed



Attachment Aware Schools



All emotions are recognised, and we offer empathy to all



Relationships are prioritised in all that we do

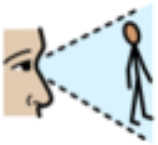


We are curious about the experiences of families and what that means for them now

Appendix 2: School Rules Poster



Appendix 3: Widgits to Support Environmental Expectations

In the corridor	 walk	 quiet	 calm
Entering and leaving the hall	 enter and leave in silence	 hands joined	 good sitting
Lining up	 stand one behind the other	 silence	 calm
In the lunch hall	 sitting at the table	 use cutlery	 clear up after ourselves
On the playground	 be kind	 listen to instructions	 be visible
With visitors or on visits	 polite	 listen	 active participant

Appendix 4: Ladder of Accountability



Appendix 5: Individual Behaviour Plan

St Edward's Catholic Primary School

'Jesus is at the heart of all that we do'

Individual Behaviour Plan

To be written in consultation with teacher, parents and the student.

Name: _____ Class: _____

Behaviours Causing Concern (up to 3)	Possible Reasons for Behaviour (think big picture)

Targets	Strategies to Support

To be reviewed on: _____

REVIEW

What impact did the plan have on the behaviours specified above? *Think about the frequency and severity of the behaviours.*	What should happen next?	
		Plan was effective – student no longer requires support
		Plan was effective – continue support at current level
		Student requires additional support

Appendix 6:
Regulation and Restraint Reduction Plan

St Edward's Catholic Primary School

'Jesus is at the heart of all that we do'

Regulation and Restraint Reduction Plan

What can I do if a child is dysregulating?

To support a child when in emotional crisis, the following process used as guidance. The Regulation and Restraint Reduction Plan helps us to plan for how we will achieve each step in the process and to outline what works for each individual child.



Name of Child:

TRIGGER Behaviours: (Describe common behaviours / situations which are known to have led to dysregulation and the possibility of Positive Handling being required. When is such behaviour likely to occur?)

-

TOPOGRAPHY of Behaviour: (Describe what the behaviour looks / sounds like?)

-

DAILY STRATEGIES which are in place to support regulation.

-

Risk Assessment

PREFERRED Supportive and intervention Strategies (Other ways of C.A.L.M.ing such behaviours. Describe strategies that, where and when possible, should be attempted before handling techniques are used, these are to support self-regulation and co-regulation)

Verbal advice and support	☐	Distraction (Known key words, objects etc., likes)	☐
Reassurance	☐	Take up Time	☐
C.A.L.M talking/Stance	☐	Time out (requires a written Plan)	☐
Negotiation	☐	Withdrawal (Requires Staff/Carer observation)	☐
Choices/Limits	☐	Cool off: Directed /offered (delete as appropriate) Time allowed out to calm	☐
Humour	☐	Contingent Touch	☐
Consequences	☐	Transfer Adult (Help Protocol/name of key adults)	☐
Planned Ignoring	☐	Success Reminder	☐
Sensory/Calm area	☐		
Others?			

Praise Points / Strengths: (Areas that can be developed and built upon) Please state at least 3 Bridge builders

1:

2:

3:

Medical Conditions that should be taken into account before physically intervening.
e.g. Asthma, Brittle bones

Preferred Physical Interventions :(Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what "get outs" that can be used when holding, etc.)

De-briefing process following incident: (What is the care to be provided)

Recording and notifications required:

Use the bound and numbered book the main office. Notify all staff in the year group, Head Teacher, Deputy Head Teacher, Behaviour Lead and Phase Lead., located in

Risk Assessment

PREFERRED Supportive and intervention Strategies (Other ways of calming such behaviours. Describe strategies that, where and when possible, should be attempted before handling techniques are used, these are to support self-regulation and co-regulation)

Verbal advice and support	☐	Distraction (Known key words, objects etc., likes)	☐
Reassurance	☐	Take up Time	☐
C.A.L.M talking/Stance	☐	Time out (requires a written Plan)	☐
Negotiation	☐	Withdrawal (Requires Staff/Carer observation)	☐
Choices/Limits	☐	Cool off: Directed /offered (delete as appropriate) Time allowed out to calm.	☐
Humour	☐	Contingent Touch	☐
Consequences	☐	Transfer Adult (Help Protocol/name of key adults)	☐
Planned Ignoring	☐	Success Reminder	☐
Sensory/Calm area	☐		
Others?			

Praise Points / Strengths: (Areas that can be developed and built upon) Please state at least 3 Bridge builders

1:

2:

3:

Medical Conditions that should be taken into account before physically intervening.
e.g. Asthma, Brittle bones

Preferred Physical Interventions :(Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what "get outs" that can be used when holding, etc.)

De-briefing process following incident: (What is the care to be provided)

Recording and notifications required:

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Risk Assessment

Setting/placement			
Name of Setting: St Edward's Catholic Primary School			
Staff name:		**Signature:**	
Staff name:		**Signature:**	
Staff name:		**Signature:**	
Senior Leadership staff name:		**Signature:**	
Parents/Guardians:			
Name:		**Signature:**	
Name:		**Signature:**	
Date:	___ / ___ / _____	**Review Date:**	___ / ___ / _____

Other Factors to Consider:

- **Key behaviour difficulties**
- **Our understanding of the behaviour**
- **What we want to see instead**
- **Environmental Changes that might help**
- **How the individual can help**
- **How Parents or Carers can help**
- **Rewarding progress**
- **Monitoring progress**

Risk Assessment

Appendix 7: Meaningful Minute Script

• I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].
• I am wondering if you are feeling […]?
• You know to be role-models we are respectful, responsible and resilient at St Edward's. It was the expectation about [lining up / bringing toys into school / not allowing others to learn] that you didn't follow.
• Do you remember when you [did that kind thing for…]? That is who I need to see today.
• When I come back in * minutes, I want to see your wonderful […]. Thank you for listening. Now walk away but remember to return at the given time!

Appendix 8: Emotion Coaching Toolkit

St Edward's Catholic Primary School – EMOTION COACHING TOOLKIT

Understanding HAP	WHAT'S HAPPENING	ADULT RESPONSE	EMOTION COACHING STEPS/SCRIPT
	LID HAS FLIPPED 'DOWNSTAIRS BRAIN' ONLY • 'fight/flight/freeze' • Physical aggression – hitting, kicking, punching • Verbal aggression – 'I hate you …' • Hiding – under tables/behind doors • Running/walking off • Being destructive in the environment eg knocking over tables of toys, chairs etc	SOOTHING/CALMING LED BY THE ADULT (CO-REGULATION) eg USE OF SENSORY AREA, HAPPY BREATHING EMOTION COACHING (STEPS 1-5) POSITIVE DE-ESCULATION STRATEGIES e.g. DISTRACTON USE OF PERSONAL BEHAVIOUR PLAN	Step 1 I can see that …  Step 2 You are feeling…  Step 3 Because…  Step 4 I understand …  I sometimes feel…  Step 5 (if needed) But… It's not ok/safe to … Because at St Edward's we are… (kind and caring) Step 6 Problem solving together Restorative behaviours Reflection – next time Acceptance of sanctions
	LID IS WOBBLING HALFWAY UP THE STAIRS • Seeking reassurance • Asking questions • Low level disruptive behaviours • Attention seeking • Withdrawal/every quiet • Teary/crying	EMOTION COACHING 3 HOUSES	
	LID IS CLOSED UPSTAIRS/DOWNSTAIRS BRAIN WORKING TOGETHER • Able to reason/use logic • Able to talk things through • Able to make choices • Able to problem solve (with adult support) • Able to repair/make things better	EMOTION COACHING REFLECTION SHEETS Eg cartoon strips	

Appendix 9: Millie Reward Chart