

Holy Family Catholic Primary School



The Rosary Trust

Behaviour and Relationships Policy March 2026

Approved by:

Governing Body

Date: *March 2026*

Last reviewed on:

March 2026

Next review by:

September 2027

Mission Statement

“Living, Loving and Learning Together with Jesus”

With God at the centre of our school, we nurture every child so that they grow in dignity, wisdom and love. Rooted in Catholic Social Teaching, Holy Family Catholic Primary School promotes justice, fairness, compassion and respect for all. These values shape the way we live, learn and relate to one another.

Our school rules reflect our mission:

Living – caring for our world, school and each other

Loving – showing kindness and valuing differences

Learning – being ready to learn, trying our best, and helping others

Together with Jesus – following Gospel values and Catholic virtues

This policy sets out how Holy Family School promotes positive behaviour, strengthens relationships and supports children in developing self-regulation, responsibility and respect.

Aims of the Policy

We aim to:

- Ensure every member of our community feels safe, respected and valued
- Foster a culture of belonging, dignity and responsibility
- Support children to develop self-regulation, emotional literacy and positive relationships
- Embed consistent expectations, routines and boundaries across the school
- Work in partnership with families to support children’s wellbeing and behaviour
- Provide fair, proportionate and transparent consequences when behaviour falls short
- Uphold our duties under the Equality Act 2010, KCSIE, and DfE Behaviour in Schools (2024)

Our Approach: Trauma-Perceptive and Relational Practice

Holy Family adopts a Trauma Perceptive Practice (TPP) approach, recognising that all behaviour is a form of communication. Staff:

- Prioritise relationships and emotional safety
- Use calm, attuned and emotionally regulated responses
- Support children to co-regulate before expecting independent regulation
- Interpret behaviour through the lens of unmet needs
- Provide predictable structures and high-quality adult modelling

We follow Essex guidance *Understanding and Supporting Behaviour (2023)* and integrate approaches from My Happy Mind and restorative practice.

Positive Behaviour Strategies

All adults use the following consistencies:

- Warm, calm meet and greet routines

- Consistent attention signal (bell and hand raised)
- Clear and predictable structures
- Consistent routines (Walking Well, Quiet Lines, Countdown 3-2-1, Ready to Learn expectations)
- Adult modelling of Gospel values
- Dojo points, stickers and certificates
- Social stories and scripts
- Reflection time (not punitive; focused on emotional regulation)
- Logical consequences, not punishments

We recognise children “going over and above” through praise, certificates and other affirmative systems.

Teaching Behaviour and Relationships

Behaviour expectations are explicitly taught through:

- RSHE curriculum
- Assemblies and collective worship
- Class routines and modelling
- Circle times and class charters
- Pupil leadership roles (School Council, Eco Team, Chaplaincy Team)

We reinforce Catholic virtues such as forgiveness, compassion, responsibility and service.

Restorative Practice

Restorative approaches help children understand impact, repair relationships and learn from mistakes.

Restorative conversations follow five steps:

1. What happened? (Child’s perspective)
2. What were people thinking and feeling at the time?
3. Who has been affected and how?
4. What needs to happen to repair the relationship?
5. Summary and agreed next steps

Conversations take place only when the child is regulated enough to engage.

The 4 Rs Model (Regulate – Relate – Reason – Repair)

Staff use the 4R cycle to support children through dysregulation:

Regulate: Breathing, rhythm, sensory tools, calm spaces, staying with the child, affect labelling.

Relate: Connection through shared activities, emotional scaffolding, noticing and naming.

Reason: Discussion, social stories, problem-solving.

Repair: Restorative conversation, rebuilding trust, apologies (verbal, written or practical).

Roles and Responsibilities

All Staff

- Build strong relationships
- Model Gospel values
- Use consistent language, routines and expectations
- Implement the 4R model and restorative practice
- Record concerns on CPOMS when required

Class Teachers

- Teach expectations
- Communicate regularly with parents
- Apply the behaviour ladder consistently
- Use reflection tools appropriately

Senior Leadership Team

- Support staff in responding to higher-level behaviours
- Meet with parents when behaviour escalates
- Oversee Distress Management Plan
- Analyse behaviour trends

Parents and Carers

- Support the school's approach to behaviour
- Communicate concerns or changes in home circumstances
- Work in partnership with staff

Local Governing Board

- Review this policy
- Hold the school to account for a positive behaviour culture
- Oversee statutory duties around suspension and exclusion

Equality, Inclusion and SEND

Holy Family fulfils its duties under the Equality Act 2010.

No child is discriminated against based on protected characteristics.

Children with SEND may require:

- Reasonable adjustments
- Individual Behaviour Plans
- Distress Management Plans
- Additional regulation time
- Personalised approaches aligned with their EHCP or needs
- Behaviour support always follows the SEND Code of Practice.

Physical Contact and Use of Reasonable Force

Physical contact is sometimes necessary—for reassurance, direction, curriculum activities, or safety.

Any physical intervention:

- Must be proportionate, necessary and time-limited
- Is used only to prevent harm
- Is recorded immediately on CPOMS
- Is reported to the Headteacher
- Is shared with parents on the same day (phone and written follow-up)

We follow *DfE Behaviour in Schools (2024)* and *Searching, Screening & Confiscation (2022)*.

Searching, Screening and Confiscation

Staff may confiscate inappropriate or prohibited items.

Staff may search pupils without consent for:

- Knives or weapons
- Illegal drugs
- Alcohol
- Stolen items
- Fireworks
- Vaping devices, tobacco or cigarettes

Any search is carried out respectfully and follows DfE statutory guidance.

Bullying and Online Behaviour

Bullying (including prejudice-based bullying such as racism, ableism, homophobia, sexism) is not tolerated.

The school's **Anti-Bullying Policy** outlines definitions, reporting and responses.

Online behaviour, including misuse of devices, is managed in line with:

- Online Safety Policy
- Mobile Phone Policy
- Safeguarding Policy

Peer-on-Peer Abuse (KCSIE)

Any behaviour that may constitute peer-on-peer abuse—including sexual harassment, harmful behaviour or discriminatory conduct—is treated as a safeguarding concern and referred to the Designated Safeguarding Lead.

This policy should be read alongside:

Safeguarding • Anti-Bullying • Online Safety • Inclusion • Positive Handling • Mobile Phone Policy • Exclusion Policy • Code of Conduct.

Appendix 1 – Behaviour Ladder

At all stages, a restorative conversation should take place as soon as possible.

For more serious breaches of this policy, the child will enter the behaviour ladder at Stage 5, 6 or 7.

Stage 8 – Exclusion Exclusion is an extreme step and will only be taken in cases where; long term misbehaviour is not responding to the strategies and the safety and learning of pupils and/or others is being seriously hindered. This will follow the Rosary Trust Suspension and Exclusion Policy		
Stage 7 - Suspension Suspension will be for a fixed period (from ½ day onwards). Suspension could be internal or external.		
SERIOUS MISCONDUCT: In cases of serious misbehaviour, a child may be sent directly to the HT or SLT.		
Stage 6 Persistent behaviours at stage 5 and below. Bullying behaviour including those with a protected characteristic e.g. racism, homophobia	Referral to the Headteacher, who will meet with the class teacher, parents and pupil. In this case, a Distress / consistent Management Plan may be created.	Headteacher
Stage 5 • Persistent behaviours at stage 4 and below. • Bullying, serious physical / aggressive fight, inappropriate language, defiance, damaging property etc. • Refusal to follow instructions.	- Referral to SLT - A decision on the sanction will be decided by the senior member of staff dealing with the incident. (e.g. loss of free time, written/verbal apology, pupil not allowed on a trip etc) - Parents called in for a meeting	SLT supporting the Class Teacher
Stage 4 • Persistent behaviours at stage 3 and below. • Physical / aggressive behaviour	Parents contacted by Class Teacher	Class Teacher
Stage 3 • Repeated, persistent behaviours at stage 2 and below.	- Calm Time Out (a time to reflect, use of Reflection Folder). - Asked to move to another seat or classroom, or a place in the playground. Could use Zones resources - Teacher/LSA to talk privately to the child / children	Any member of staff (Begin to record on CPOMS)
Stage 2 • Repeated stage 1 behaviours. • Rudeness • Being disrespectful to adults,	- Verbal, polite & calm reminder of expectations. - Teaching of expectations (whole class or individual) (social stories etc) - Verbal warning - clear concise message which may include the expected consequence if they do not comply. This consequence should be 'logical' and relate to the incident where possible. - Scripts may be used.	Any member of staff
Stage 1 Low level disruption • calling out • distracting others • not being kind	Praise children sitting nearby who are showing appropriate behaviour and confirming expectations ('Sit down, thank you'....'Thank you... for...')	Any member of staff
Strategy	Behavioural Examples (not exhaustive)	Staff member