ST. MARY'S
RC. PRIMARY SCHOOL

Relational Behaviour Policy

2026/2027

St Mary's Relational Behaviour Policy

Love one another as I have loved you.

At St Mary's, our mission is rooted in the words of Jesus: *"Love one another as I have loved you."* We believe that everyone in our community is welcome, and everyone belongs. Our Relational Behaviour Policy reflects this commitment.

Aims and ethos

This policy describes the behaviour we expect from everyone at St Mary's; pupils, staff, governors, parents and visitors, and explains how we will work together to create a safe, caring and purposeful community. Our approach is relational and restorative: we put positive relationships and inclusion at the centre of school life, teach the skills children need to get on with others, and repair harm when things go wrong. Everything we do reflects our Catholic mission to "love one another as I have loved you" and is carried out within the requirements of the law.

Rationale:

Equality and inclusion

We are committed to treating everyone fairly and with respect. The Equality Act 2010 identifies nine protected characteristics (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation). At St Mary's these protections shape our practice and decisions: we aim to remove barriers to participation, make reasonable adjustments where needed and promote inclusive education at every level of school life.

As a Catholic school we seek to model Christ's example every day. We expect pupils to act as ambassadors of our values by showing kindness, compassion and respect. Childhood is a learning journey: we teach social and emotional skills alongside academic knowledge so pupils develop into confident, caring adults.

How we treat behaviour

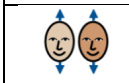
We separate behaviour from the person: children are always valued even when their behaviour falls short of our expectations. Our response prioritises understanding and repair rather than only punishment. Sanctions may still be used where appropriate, but they are applied fairly, proportionately and within the context of supporting the child to learn from the experience.

We emphasise positive reinforcement and provide many opportunities to celebrate and reward behaviour that supports learning and community life.

What we teach and expect

Our School Values: At St Mary's, We Show HEART

Our values guide how we treat one another every day. We show **HEART** in all that we do:

	**Honesty :** We tell the truth and take responsibility so that others can trust us.
	**Empathy :** We try to understand how others feel and show kindness in our words and actions.
	**Acceptance:** We welcome everyone and celebrate the differences that make each of us unique.
	**Respect:** We treat everyone and everything with care, consideration, and kindness.
	**Together:** We help one another, work as a team, and ensure that everyone feels included and valued.

Expectations of adults

This policy applies to all adults who work with our pupils, including staff, volunteers, governors and parents/carers. Adults are expected to:

- Model the behaviours and language we teach pupils.
- Use relational and restorative approaches to support pupils' learning and repair harm.
- Make reasonable adjustments and follow individual plans for pupils with SEND.
- Work collaboratively with families and external professionals to support pupils.
- Maintain professional boundaries and ensure the safety and dignity of every child.

We value the partnership we enjoy with parents and carers. Education is most effective when home and school work together, so we encourage families to engage positively in school life and to support the expectations set out in our Home–School Agreement.

Relationship with the Home–School Agreement

This policy underpins and supports the Home–School Agreement that parents and carers sign when their child joins St Mary's. It describes how we will work together to promote children's learning, wellbeing and personal development.

Relational Inclusion

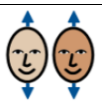
At St Mary's, Relational Inclusion means ensuring that every child feels safe, valued, and fully part of our community. We recognise that behaviour is a form of communication, and that challenging behaviour may be a signal of unmet needs. Our approach focuses on understanding and responding to these needs through connection, empathy, and mutual respect. By fostering positive relationships and a strong sense of belonging, we support every child to participate fully in learning and school life, enabling them to thrive socially, emotionally, and academically.

Our Approach to Relational Behaviour

We aim to understand the reasons behind behaviour and respond in ways that support all members of our school community. This includes:

- Prioritising connection over correction in all interactions.
- Building strong relationships to enable early support and intervention.
- Creating a culture of belonging where every individual feels safe, valued, and respected.
- Providing a calm, nurturing, and inclusive environment.
- Promoting emotional literacy, wellbeing, and self-regulation.
- Explicitly teaching social, emotional, and relational skills.
- Using proactive and preventative strategies to reduce barriers to learning and minimise escalated behaviour.
- Adapting support, instruction, and resources to meet the needs of all learners.
- Ensuring equality, fairness, and inclusivity across all aspects of school life.
- Encouraging pupils to take an active role in shaping and reflecting upon our school community.
- Promoting positive partnerships between school, families, and the wider community.

Through this relational approach, St Mary's fosters a compassionate, supportive, and inclusive environment where every child is supported to learn, grow, and flourish.

	What does positive behaviour look like at St Mary's?	Examples of behaviour that may require reparation: **Behaviours in BLUE are medium level and need to be recorded on CPOMS** **Behaviours in RED require the intervention of a senior leader**
 honesty	- Telling the truth and taking responsibility for actions. - Admitting mistakes and learning from them. - Being trustworthy and reliable in school tasks. - Returning lost property. - Completing work independently and honestly. - Asking for help when needed.	- Lying or misleading others. - Avoiding responsibility for actions. - Hiding mistakes instead of seeking support. -cheating or being dishonest in learning or games. - Repeatedly lying and avoiding responsibility for actions. - Repeatedly cheating or being dishonest in learning or games. - Purposely taking something that does not belong to you (age needs to be considered here) - Telling a lie that has put themselves or another student at risk of harm.
 empathy	- Listening carefully to others and considering their feelings. - Showing kindness through words and actions. - Supporting peers who are upset or need help. - Considering how actions may affect others.	- Upsetting or ignoring others' feelings. - Being unkind or dismissive. - Ignoring someone who is hurt or upset. - Laughing at mistakes or difficulties. - Repeatedly upsetting or ignoring others' feelings. - Repeatedly laughing at mistakes or difficulties. - Targeted bullying, repeatedly teasing, or repeatedly excluding peers.
 acceptance	- Welcoming everyone and celebrating differences. - Being inclusive in group work and play. - Showing respect for all cultures, beliefs, and abilities. - Working positively with different partners and groups. - Showing kindness towards all members of the school community.	- Leaving another child out of play. - Refusing to work with another child. - Refusing to work or play inclusively because of a difference. - Being rude, discriminatory, or unwelcoming. - Showing intolerance for differences by using language or exhibiting behaviours that are derogatory and/or discriminatory based on protected characteristics e.g. need, race etc

 respect	- Following instructions and school rules. - Using polite language, including “please” and “thank you”. - Treating people, property, and the environment with care. - Giving others time and space to speak. - Moving safely and sensibly around school.	- Ignoring instructions or rules. - Using an impolite language or gestures. - Disrupting the learning of others. - Accidently hurting another child through careless behaviour. - Repeatedly refusing to follow instructions or rules when asked. - Repeatedly using inappropriate language or gestures. - Repeatedly disrupting the learning of others. - Hurting another child without the intent to cause harm. - Damaging school or others’ property. - Showing physical aggression towards others. - Serious verbal abuse.
 together	- Working cooperatively in teams. - Helping classmates and sharing resources. - Including others in games, discussions, and activities. - Celebrating successes together. - Sharing resources fairly. - Helping to create a safe, happy and inclusive environment.	- Not sharing resources fairly. - Not cooperating with peers or staff. - Repeatedly not cooperating with peers or staff. - Deliberately isolating others. - Refusing to repair relationships after a conflict. - Behaving in ways that make others feel unsafe or unwelcome. -Being deliberately violent and/or causing harm to self or another person. This includes safe and appropriate use of electronic devices and platforms.

Rewards and Celebrations

At St Mary’s, we believe in recognising and celebrating positive behaviour, effort, and achievement. Rewards are designed to reinforce our HEART values, encourage personal growth, and promote a culture of belonging and mutual respect. This is a **school-wide approach**, so that every child knows what is expected from every adult and understands how positive behaviour is recognised consistently across the school.

We celebrate pupils in a variety of ways, including:

- **Whole-class reward – HEART Jar**
  Each class has a HEART jar, where staff add tokens to recognise in-the-moment examples of individuals or groups demonstrating HEART values. Once the jar is full, the class earns a 10-minute reward chosen collectively. Tokens cannot be removed, and the reward is for the whole class, promoting teamwork and shared success.

- **House points**
  Children belong to one of four house teams – St Mary, St Joseph, St Francis, and St Clare. House points build towards a collective end-of-term reward for the winning house, encouraging teamwork and a sense of belonging.
- **Verbal praise and recognition**
  Staff acknowledge pupils demonstrating HEART values in classrooms, the playground, and the wider school community.
- **Learning Powers**
  Stickers, verbal praise, and Headteacher awards in assemblies celebrate children demonstrating our Learning Powers of Curiosity, Resilience, Making it better, Creativity, Challenge, Improvement and Cooperation.
- **HEART nominations**
  Pupils can nominate peers for demonstrating HEART values. Nominations are recognised with certificates, fostering peer recognition and encouraging children to notice and celebrate kindness, teamwork, and helpfulness in others.
- **Whole-school recognition**
  Achievements and positive behaviour are celebrated in assemblies, newsletters, and displays across the school, highlighting contributions and reinforcing a sense of community.
- **End-of-term book awards**
  Special awards recognise achievements in handwriting, progress, growth mindset, learning, and home learning, celebrating individual development across a range of areas.
- **Special privileges or roles**
  Opportunities for leadership, responsibilities, or special activities are offered to pupils consistently demonstrating positive behaviour and embodying HEART values.

Our approach ensures that rewards are **meaningful, inclusive, and promote intrinsic motivation**. Celebrating successes reinforces positive behaviour, strengthens self-esteem, fosters connections, and builds a strong sense of community across the school.

Reparation and Restorative Actions

At St Mary's, we believe that when behaviour falls short of our HEART values, children should be supported to understand the impact of their actions, repair relationships, and restore trust. Our approach focuses on learning, reflection, and reconciliation rather than punishment.

Reparation helps children to:

- Understand how their behaviour has affected themselves and others.
- Take responsibility for their actions.
- Repair harm caused to relationships, learning, or the school environment.
- Learn strategies to make positive choices in the future.
- Rebuild connections within the school community.

Adults support pupils through calm, respectful conversations which encourage reflection and problem-solving. Wherever appropriate, children are given opportunities to repair and restore relationships.

Examples of restorative and reparative actions may include:

- A restorative conversation with a trusted adult.
- Offering a sincere apology, verbally or in writing.
- Replacing, repairing, or helping to tidy damaged property or resources.
- Completing missed learning or correcting disrupted work.
- Spending time reflecting on how their actions affected others.
- Participating in supported peer mediation or restorative meetings.
- Demonstrating positive actions to rebuild trust and relationships.
- Practising and modelling the expected behaviour with adult support.

At St Mary's, we understand that children may need support to regulate emotions and make positive choices. Staff work together with families and, where appropriate, external agencies to ensure children receive the guidance and support they need to thrive.

Through a relational and restorative approach, we aim to maintain a safe, caring, and inclusive environment where every child feels valued, respected, and able to learn from mistakes.

All staff members will have a language script to support them in conversations where reparation is required. Staff are to use the scripts to have a discussion with the child around their behaviour and link it to the value they have not used (reparation may be needed between a pupil and pupil, a pupil and staff member and a pupil and themselves).

With the support of the 'Make it Better' books, conversation should focus on:

- Making things better (with others or self).
- A link to the value not being used.
- An idea of what the child can do differently next time (link back to value).

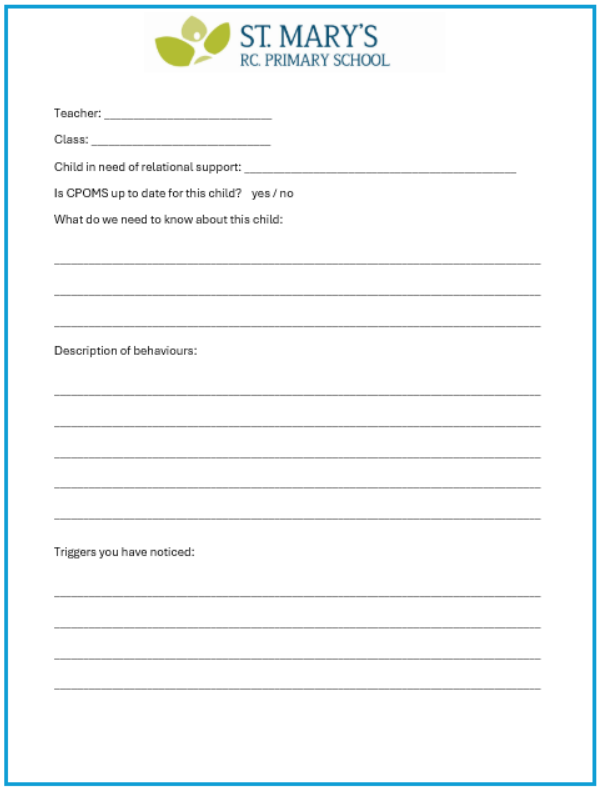
Staff members should record any medium or high-level behaviour on CPOMs or a consistent repeat of the same low-level behaviour.

For a high-level behaviour a senior leader will be informed and, after discussion with the class teacher and if appropriate, will decide on a logical consequence that also includes a reparative action to repair relationships and fix mistakes where possible.

Staff members should always reflect on the events leading up to a behaviour requiring reparation, consider what may have triggered it, and identify strategies or supports that can be put in place to help prevent the behaviour from recurring.

If a staff member needs support with a student who is consistently exhibiting unwanted behaviours that have been recorded on CPOMS they will complete a relational support application form and submit it to one of the relational behaviour leads.

If accepted, then there will be a learning observation from a relational support leaders who will come and observe the student and their learning environment. This will be followed by a relational support meeting with the teacher where the lead will share their observations and suggestions. If appropriate, then a member of the inclusion team will then, alongside the classroom teacher, write an individual relational plan to support the child going forward.



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Teacher: _____

Class: _____

Child in need of relational support: _____

Is CPOMS up to date for this child? yes / no

What do we need to know about this child:

_____

_____

_____

Description of behaviours:

_____

_____

_____

_____

_____

Triggers you have noticed:

_____

_____

_____

_____



What do you already have in place? (circle)

Check in system | Now and next board | Movement breaks | Regulation activities

Support in learning | Sensory supports | Zone of regulation | Clear visuals to support

What have you already tried?

_____

_____

_____

_____

_____

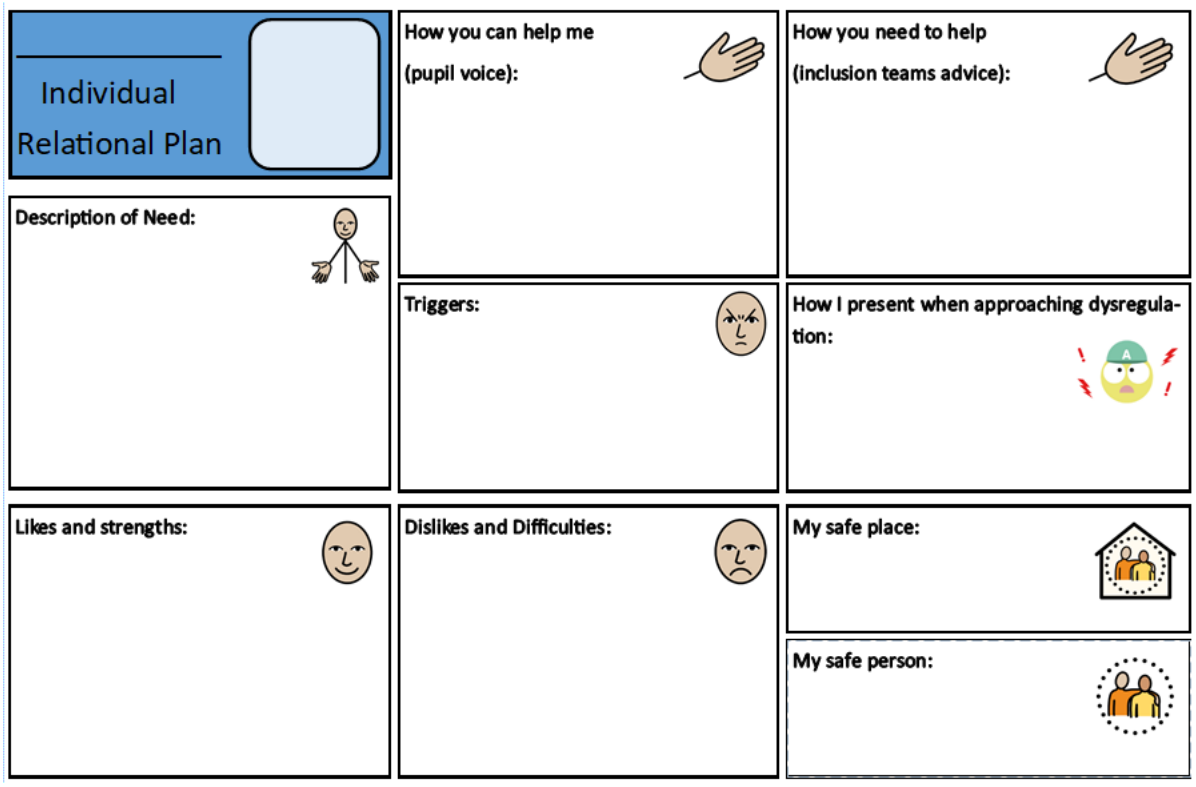
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_____

Any other relevant details

_____

_____



Individual Relational Plan

How you can help me (pupil voice):

How you need to help (inclusion teams advice):

Description of Need:

Triggers:

How I present when approaching dysregulation:

Likes and strengths:

Dislikes and Difficulties:

My safe place:

My safe person:

What Does This Policy Look Like in the Classroom?

At St Mary's, our Relational Behaviour Policy is embedded within everyday classroom practice. We believe that consistent routines, positive relationships, and supportive environments help all children to feel safe, valued, and ready to learn. Every classroom reflects our HEART values and provides clear, predictable systems so that children know what to expect from every adult across the school.

All classrooms should provide an environment that promotes belonging, emotional regulation, and successful engagement in learning. This includes:

- Clearly displayed **HEART values** and the class **HEART Jar** reward system in a prominent position.
- Access to **resources and materials that support emotional regulation**, alongside a calm or regulation space where children can regulate safely and appropriately (this may be located outside the classroom where needed).
- A daily **check-in system** to support children's emotional wellbeing and readiness for learning.
- An **Engage Station** with resources and strategies to help children access and participate successfully in learning.
- A consistent approach to recognising positive behaviour through **House Points**.
- **Learning Powers displayed** and stickers used
- The **"Make it Better" booklet** easily accessible for use once the child/children are regulated. This relational approach ensures every child is supported to repair, reflect, and move forward positively, recognising that each day is a new opportunity for success.
- A clearly displayed vertical, **visual timetable**, using the agreed whole-school format and positioned where children can easily access and refer to it.
- Clearly displayed **Expectation Widgets** to remind children behaviors support learning and relational behaviour.

Adults model calm, respectful, and consistent interactions at all times, recognising that positive relationships are central to effective behaviour support. Staff use proactive strategies, clear routines, and supportive language to help children feel secure, regulated, and ready to learn. Through this relational approach, classrooms at St Mary's are nurturing, inclusive environments where all children can thrive emotionally, socially, and academically.

Engagement

At St Mary's, we recognise that pupil engagement is essential in supporting wellbeing, positive relationships, successful learning, and emotional regulation. When children feel safe, included, valued, and connected to their learning, they are more likely to participate positively and thrive within our school community.

We understand that engagement looks different for every child and that difficulties with engagement may sometimes indicate unmet needs, barriers to learning, or emotional dysregulation. Through strong relationships, adaptive teaching, and inclusive classroom practice, we aim to create learning experiences where every child feels motivated, supported, and able to succeed.

At St Mary's, engaged learners may:

- Participate actively in learning and classroom activities.
- Show curiosity by asking questions and exploring ideas.
- Demonstrate resilience and a willingness to challenge themselves.
- Move through learning tasks with focus, purpose, and enthusiasm.
- Access resources, flexible seating, or support independently when needed.
- Talk positively about learning and share ideas and experiences with others.
- Work collaboratively and respectfully with peers and adults.
- Demonstrate creativity, problem-solving, and independence.
- Remain focused on learning and minimise distractions.
- Appear calm, regulated, and emotionally secure within the classroom environment.
- Use regulation tools and strategies appropriately to support wellbeing and readiness to learn.
- Take pride in their learning and show a desire to continue or extend their learning further.

Adults at St Mary's carefully consider engagement when planning learning experiences and classroom environments. Staff adapt teaching approaches, resources, routines, and levels of support to ensure all children can access learning successfully and experience a strong sense of belonging within the classroom community.

Through our relational and inclusive approach, we aim to create classrooms where children feel emotionally safe, motivated to learn, and supported to flourish socially, emotionally, spiritually, and academically.

Specialist Support

At St Mary's RC Primary we believe every pupil is made in the image of God and deserves to learn in a safe, respectful and inclusive community. We expect high standards of behaviour because it protects learning, relationships and wellbeing. Where behaviour falls short, our first response is relational and restorative: we seek to understand the causes of behaviour, repair harm and restore relationships while keeping the safety and learning of others central.

We recognise that some pupils will need additional, sustained support. Where a child demonstrates high-level or persistent behaviour that places themselves, pupils or staff at risk, we will escalate our response through a coordinated multi-agency approach to secure the specialist help they need, while continuing to use relational and restorative practice.

Key commitments and procedures

Early, joined-up assessment and planning:

As soon as repeated high-level behaviour is identified, the headteachers or designated senior leader will convene an internal multi-disciplinary meeting (DSL, SENCo, class teacher, pastoral lead) to review needs, quality of teaching and any unmet SEND or health needs.

Where there are additional needs, we will use the Graduated Approach **(Assess → Plan → Do → Review)** to set clear, measurable targets and short timescales for review. Records will be held on the child's file and shared with parents.

Multi-agency referral and partnership working:
If internal action is insufficient, we will make timely referrals to external agencies as required: educational psychology, CAMHS / mental-health services, social care, speech and language therapy, attendance/behaviour hubs, youth services, or the Virtual School (for looked-after pupils).

We will convene an Early Help or Team Around the Family (TAF) meeting where appropriate, and will invite the family to contribute to planning. We will share information promptly and securely, with parental consent where required and follow safeguarding procedures where consent is withheld and risk is apparent.

Suspension or Permanent exclusion:

Suspension or permanent exclusion will be used only as a last resort and in line with statutory guidance (effective 26 July 2026).

Where, despite high-quality universal practice and tailored early interventions, a period away from mainstream is necessary for safety or specialist work, we will pursue the least restrictive option: internal separation (internal suspension), quality assured alternative provision, or a managed move, ensuring continuity of education and planned therapeutic input.

Decisions and arrangements will follow statutory guidance and be recorded.

- **If a suspension is necessary we will:**
  - ensure the decision is lawful, reasonable and procedurally fair and only after other strategies have been exhausted;
  - set meaningful schoolwork for the pupil during the first five days of any out-of-school suspension and make clear how they will access education while excluded;
  - hold a Reintegration Support Partnership (a formal restorative meeting) with the pupil, parents/carers and relevant staff immediately after the suspension period to co-produce a time-bound reintegration plan that sets clear responsibilities, support and measurable steps for repair and future success;
  - record and review all suspensions to identify patterns, barriers and unmet needs (including SEND and safeguarding), using the information to reduce future suspensions and improve provision;
  - offer alternatives to exclusion where appropriate (internal suspension, off-site direction to suitable provision, managed move) and work with the local authority, trust and external agencies to secure timely, supportive alternatives;
  - continue to prioritise preventative practice: predictable routines, taught restorative conversations, curriculum that supports social-emotional skills, staff coaching in relational approaches and early family partnership work.

- **Reintegration Support Partnership (post-suspension restorative meeting):**
  Following any suspension, we will hold a Reintegration Support Partnership meeting involving the pupil, parents/carers, school staff and any relevant external practitioners to co-produce a time-bound reintegration plan. Plans will set behaviour targets, in-school adjustments, short-term targeted interventions and named agency responsibilities.

  Where a child has or is likely to need an Education, Health and Care needs assessment (EHCP), the reintegration plan will explicitly identify actions to support that process and interim provision. EG Alternative provision, off-site direction and managed moves

- It would be unlawful to exclude a pupil solely because the school cannot meet their SEND. We will make reasonable adjustments, provide targeted support and seek specialist advice before considering permanent exclusion. For pupils with an EHCP we will consult the local authority and follow statutory processes.

- If behaviour raises safeguarding concerns or involves criminal activity, we will follow our child protection procedures, involve social care and the police as appropriate and ensure that any exclusion or review process remains lawful, fair and informed by multi-agency advice.
Staff training, prevention and restorative practice

- We will prioritise staff training in relational approaches, de-escalation and trauma-informed practice, and ensure consistent routines, taught restorative conversations and curriculum that supports social-emotional learning.

- The senior leadership team will monitor all suspensions, managed moves and use of alternative provision termly.

- Governors/trustees will be updated and receive termly reports.

- Success indicators will include reduced repeat suspensions, timely access to external services, and measurable progress against reintegration plans.

Sources and statutory context:

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England ***: Department for Education (statutory guidance, updated; effective 26 July 2026)***.

Every Child Achieving and Thriving: ***DfE White Paper (February 2026)*** *Reintegration Support Partnerships, multi-agency and prevention emphasis*.

Academy trusts: governance guide / Maintained schools: governance guide: ***DfE (July 2026)***

Expectations of Adults, Including Parents and Carers

At St Mary's, we believe that positive relationships between staff, parents, carers, governors, visitors, and pupils are essential in creating a safe, respectful, and nurturing school community. In line with our mission, *"Love one another as I have loved you,"* we expect all adults to model the HEART values through their words, actions, and relationships with others.

By working together respectfully and collaboratively, we can ensure that every child feels safe, valued, and supported to thrive in an environment that is calm, safe, supportive and where they are treated with dignity.

We expect all adults to:

- Support and uphold the Catholic ethos and values of St Mary's.
- Model respectful, calm, and positive communication at all times.
- Treat all members of the school community with kindness, dignity, and respect.
- Work collaboratively in the best interests of children, seeking positive and restorative solutions where concerns arise.
- Respect the school environment and help maintain a safe, clean, and welcoming space.
- Follow school procedures, including signing in at the school office and adhering to parking expectations to ensure the safety of all pupils and families.

Expectations of Staff

Staff are expected to:

- Follow the procedures outlined within this Relational Behaviour Policy and uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that children can see examples of good habits and are confident to ask for help when needed.
- Respond to behaviour calmly, consistently, and professionally.
- Use relational and restorative approaches to support children in understanding, repairing, and learning from behaviour.
- Build positive relationships that promote belonging, safety, and inclusion through our expectations, routines, values and standards both explicitly through their teaching, behaviour and in every interaction with pupils

Expectations of Parents and Carers

Parents and carers are expected to:

- Support their child in understanding and following the school's HEART values and expectations.
- Supporting the Catholic ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community at all times.
- Work in partnership with school staff to resolve concerns respectfully and constructively, calmly discussing and clarifying specific events in order to bring about a positive solution for the child
- Address concerns through appropriate school channels rather than approaching other children or families directly.
- Ensure communication with staff remains respectful, calm, and solution-focused.
- Follow the school uniform policy and support their child in being ready for school each day.
- Support safe and respectful behaviour when arriving at and leaving school. Following the parking rules and doing the right thing when delivering and collecting children from school.
- Respecting the school environment, including keeping the school tidy by not littering.

When discussing concerns relating to a child, meetings should take place privately and, where appropriate, without the child present unless agreed by staff.

Unacceptable Behaviour by Adults

To maintain a safe and respectful environment, the following behaviours are not acceptable on school premises, online, or in communication relating to the school community:

- Disruptive behaviour that interferes with learning or the safe operation of a classroom, an office area or any other part of the school grounds .
- Aggressive, intimidating, threatening, physically aggressive or abusive behaviour towards staff, pupils, parents, or visitors.
- Use of offensive, derogatory, discriminatory, inappropriate language or displaying temper.
- Physical aggression or threatening behaviour towards adults or children.
- Approaching or chastising another person's child.
- Correcting your own child's behaviour, especially in public where it could otherwise lead to conflict, aggressive or unsafe behaviour
- Damaging or destroying school property.
- Abusive, threatening, or inappropriate messages, emails, phone calls, or social media communication directed at members of the school community.
- Smoking, vaping, consuming alcohol, or using drugs on school premises, or accessing the site whilst under the influence of alcohol or substances.
- Entering the school building without following safeguarding and signing-in procedures.

The above behaviours by an adult places the safety and wellbeing of the school community at risk, the school will involve relevant authorities and take appropriate action, the governors will, where necessary, including restricting access to the school site in line with safeguarding responsibilities, prohibit an offending adult from entering the school grounds to safeguard our school community.

Bullying:

Please see the Anti bullying policy

Date Approved by Governors	***Date of Next Review***
8th October 2026	*October 2027*