St Jude's Catholic Primary School

Fareham, Hampshire

RELATIONAL BEHAVIOUR POLICY

"Achieving Together in God's Love"

Draft prepared by: SLT

Adopted by Governing Body: May 2026

Review: May 2027

Relationships and behaviour policy

Philosophy

At St Jude's we believe that every child is made in the image and likeness of God; therefore, everyone will be treated with love, dignity, respect and compassion.

Aims

- To create a safe, calm and supportive environment where optimal learning can take place
- To create a positive school culture marked by a sense of belongingness, shared values and an emphasis on growth and well-being for all members of its community
- To purposefully create and maintain safe, strong and trusting relationships with one another
- To ensure expected behaviours and routines are understood by all and consistently applied
- To ensure all members of the school community recognise their duties and responsibilities in contributing to the life of the school
- To ensure all members of the school community, including those who visit the school, treat one another with respect, dignity and care
- To give the opportunity to rebuild and repair relationships when something goes wrong and to learn from the experience
- To encourage all members of the school community to develop a sense of personal responsibility for their actions
- To involve families in promoting positive behaviour, and reinforcing the school's values
- To regularly review and update the policy as a result of feedback, new evidence and changing needs within the school

Relational practice

In summary, relational practice involves prioritising positive relationships and maintaining boundaries. It is underpinned by

- Respect: Treating everyone with dignity and respect, regardless of their background, beliefs, or opinions.
- Inclusivity: Fostering an inclusive environment where diversity is celebrated, and everyone feels welcome.
- Communication: Encouraging open, honest, and constructive communication.
- Support: Providing support and assistance to those in need and promote a culture of collaboration and teamwork.

Teaching of positive behaviour and personal development

• Emotional learning behaviours: inner voice, mental well-being, dealing with setbacks; and self-esteem, self-worth, and self-competence.

We use the Zones of Regulation framework to enhance pupils' emotional literacy, enabling them to identify their feelings and apply appropriate self-regulation techniques.

We implement the Stormbreak programme, which teaches pupils effective self-regulation strategies, helping them manage their emotions in challenging situations

We follow the Ten Ten PSHE/Health and Wellbeing programme

• Social learning behaviours: pupil relationship with teacher, pupil relationship with peers, collaborative learning

We prioritise building and maintaining positive relationships with others and seek to repair relationships which become ruptured

• Behaviours for learning: All Behaviours for Learning are underpinned by our three rules (Be Safe Be Ready Be Respectful) to promote successful learning

We use teaching and learning strategies which promote effective pupil conferencing, modelling, scaffolds and supports and retrieval practice

Together, these practices empower our pupils to develop essential social and emotional skills, preparing them to navigate their emotions and interactions successfully.

Promoting positive behaviour

At St Jude's most pupils display positive behaviours for learning, and towards other people, all of the time. Such behaviours are recognised in the following ways:

Verbal praise and recognition

Used liberally for all pupils in all situations.

Star of the Week Certificates

These are presented to children during the Friday Celebration Assembly and are given in recognition of a wide range of achievements and connected to our learning behaviours. The class teacher issues one per class per week. Parents of children being presented with these certificates are invited to attend these celebrations.

Mission Certificates

Each class teacher will award a certificate to one child each half term whom they believe has lived out the mission of the school.

Class rewards

Bespoke class rewards system e.g., marbles in the jar, table points, raffle tickets etc (if agreed by HT)

House Points

These will be awarded for demonstrating Gospel values such as: fairness, good manners, kindness, being a good friend, putting others first, perseverance, forgiveness etc. They are awarded by all members of the school community at any point in the school day (including lunch times). These will be collected weekly and the winning house recognised at Celebration Assembly. The winner for the year will be rewarded with a special event.

Other systems

Some pupils may benefit from an individual reward system. This will be established in discussion with SLT to ensure consistency and appropriateness of targets. Other agencies may also be involved in this.

Attendance Awards

Class attendance is celebrated each week at Friday's Celebration Assembly. A cup is awarded to the winning class and additional play is awarded.

The class with the best attendance each half-term will receive a non-uniform day as arranged by the class teacher.

The class with the overall best attendance all year will receive a class treat, such as a sporting experience, or a local visit/ picnic.

100% attendance termly draw. All pupils with 100% attendance will be entered into a raffle for a book token.

Responding to dysregulated behaviour

All behaviour is a form of communication and an unmet need. We strive to remain curious as to what is behind the behaviour, and use WIN as a starting point to understand the child (I wonder, I imagine, I notice)

Presenting behaviour	Communicative function of child's behaviour	Adult response
Connection needing .	Connection = relationship Need for calm	Validate and empathise PACE (Playful, Accepting, Curious, Empathetic)
Structure needing	Structure = consistency and defined roles/rules	Clear language of boundaries and expectations Change of face if needed
Restoring balance	Fair resolution/ balanced justice (making things right then moving on)	Reduce language Restorative conversation once regulated

Protective disconnection	Self-preservation when overwhelmed	I wonder/ I imagine/ I notice (WIN) Recognise behaviour as a fear response rather than a choice

If attempts to help a child to regulate are not successful (as above), help may be required from another member of staff (SLT or ELSA). At this point, consider whether this member of staff takes over the teaching of the class to allow the class teacher to continue with an individual child, or whether a change of face is required.

Responding to behaviour that does not meet the rules of the school (be safe, be ready and be respectful)

When a child falls below our behaviour expectations, and de-escalation strategies have not enabled them to modify their behaviour and self-regulate, staff will give a:

1) **Reminder** – I have noticed…. I wonder if…

Reminders may also include non-verbal cues, positive verbal re-direction, distraction, and re-engagement strategies.

2) **Warning** – I have noticed … this is now a warning (state likely consequence).

If these are unsuccessful, remind of the expected behaviour and give 'take-up' time.
If the pupils' needs have been met and there is still no positive change, then follow step 3

3) **Reflection and repair time**

We understand that pupils sometimes need help and support to regulate their emotions and understand behaviour expectations. It is for this reason that we provide pupils the opportunity to reflect and repair to understand natural, logical and protective consequences so that they can take ownership of their behaviour and understand the impact on others

Consequences

Consequences help show pupils that they have an impact on the world and help to establish clear and secure boundaries. It is important that consequences are natural, logical or protective in order to show cause and effect e.g. the consequences need to be clearly linked to the behaviour. Consequences are part of building and maintaining successful relationships.

<u>Natural</u>

Natural – happen without any adult intervention
Examples: If a child doesn't put equipment away properly, it won't be ready for them when they next want to use it
If a child will not put on their coat when asked, they will get wet if it rains
Although natural consequences can help pupils, there are times where natural consequences are not suitable: 1. When pupils could be at risk e.g. putting themselves or

others in danger 2. When natural consequences have negative impacts on others or themselves e.g. damaging others property / hurting other people

Logical

Logical - must be connected to the behaviour, reasonable and issued respectfully
Examples: A child who leaves a lesson or refuses to complete learning tasks, will have reflection time where they complete the learning missed
A child who is not respectful when walking round the school, will need to walk with an adult

Protective

Protective - serve to protect the pupil and others
Examples: A pupil who is unsafe or aggressive on the playground may need time away or to have their breaks in a smaller area until it is safe for them to re-join
A pupil who throws equipment or uses it unsafely may have it removed, or replaced with something else, until they can show they can use it safely

Use of partner classes

In some circumstances, a child may be asked to work in another class in the school.
This would either be:
A logical consequence- if behaviour was disruptive to the learning of the other pupils
A protective consequence- in the event of an altercation in class; racist incident; or to create space between the child and others

In all cases of using a partner class, the incident is recorded on CPOMs and parents notified. Partner classes will not be used when the child is unable to regulate. In this case, support may be needed from another member of staff (SLT or ELSA)

Relationship cycle

After a consequence, or rupture to the relationship, a restorative conversation must happen to repair the relationship. This takes place with the child and the adult involved (when regulated) and seeks to address the behaviour, learn from it and draw a line under it so a fresh start can occur. Restorative conversation forms will be recorded on CPOM's

Relationship Repair

Some pupils may not have experienced relationship repair, so staff will model this to children. Staff will help them to learn that although relationships may experience a rupture (e.g. you implemented a logical consequence), there is always the possibility of repair, and that your relationship is stronger than the incident.

Restorative Conversation forms

Restorative conversation forms will be completed (adult and child with adult recording) if a partner class has been used; an incident has been recorded on CPOMs; or the same behaviour is repeated over time.

This positive approach enables our children to learn to reflect on their behaviours and consider how it can impact on others. It enables children to resolve disagreements, take ownership of their behaviour and engage in acts of repair.
Children are supported in conflict resolution through the use of the following five questions:

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What could we do to put things right?

Some children may need time and space to calm before a restorative approach can take place. This meaningful conversation, with a trusted adult, is what will change a child's behaviour over time rather than any consequence applied. This conversation will only take place when a child is able to listen and reflect on the five questions.

Staff will:

- Give time to pupils who need time to regulate before speaking to pupils.
- Model how to apologise if the pupil isn't sure how to apologise. This is an important skill to model for pupils.
- Remain curious about why the pupil carried out the behaviour to give an insight into their feelings that triggered the event.
- Empathise with pupils, and help them put meaning to their behaviour.

Individual Plans

At St Jude's, we recognise that some children may require some adaptive practice to that contained within this policy. These identified children, who are likely to have external agencies involved with regard to behaviour support, will have an Individual Behaviour Plan (IBP). This plan is updated regularly and shared with the child, relevant staff working with the child and families.

Exceptional Circumstances

In exceptional cases when the safety of other children is threatened, or a child's behaviour presents a serious risk of causing significant harm to themselves, to property, or they are a major threat to good order, staff may need to take physical control until such time as the child is able to take control of themselves. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

Incidents of reasonable force/physical intervention will:

- Always be used as a last resort after all de-escalation strategies have been tried
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded on a PI (physical intervention) form, CPOMS and reported to parents/carers

When considering using reasonable force/ physical intervention, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Suspensions may occur following extreme incidents at the discretion of the HT. A suspension will only be enforced to give the school time to create a plan which will better support the child. If this condition is not met, other options may include a half/full day working in isolation with SLT supervision. Throughout this process, we will work in partnership with parents to keep them fully informed as to what is happening and why. Following any suspension, the HT will arrange to meet with parents to discuss and formulate a positive way forward to support the child's learning.

(see Restrictive Interventions, including use of Reasonable Force, in schools guidance DfE April 2026)

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- The behaviour of the child remains unsafe for all.
- The risk to staff and other children is too high
- The impact on staff, children and their learning is too great.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, the best outcome for the child will be at the heart of all our decisions.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for St Jude's. Taking the above into account, we expect the following:

- Exemplary behaviour to and from school, on educational visits, or during learning opportunities in other schools
- Positive behaviour, which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Incidents of racist behaviour, violent behaviour, homophobic, biphobia or transphobic (HBT) bullying will be reported to the Local Authority.

Role of all staff

- Commit to building positive, strong and respectful relationships with all
- Uphold routines, rules and expectations of the school
- Follow behaviour policy and seek support when required
- Deal sensitively with pupils, listening to them and dealing with incidents appropriately
- Take responsibility for their own actions and their impact on others
- Address conflicts promptly and respectfully, seeking to understand different perspectives and find mutually agreeable solutions.
- Record behaviour incidences on CPOMS so that they can be monitored, trends identified and proactive plans put in place

In addition,
Senior leaders (SLT) will:

• Ensure that all new staff have induction training on the school's behaviour policy

• Create an environment where staff feel confident and supported to manage incidents of poor behaviour through internal staff CPD and training through external agencies

• Liaise with external agencies such as Primary Behaviour Support, Outreach

Services, Educational Psychologists, Family Support Workers etc, to support pupils with challenging behaviour.

• Ensure that behaviour records for pupils with IBPs are shared with receiving schools at the point of transition.

The Governing Body will:

• Regularly monitor and review the implementation of the policy

• Review updates from the Headteacher on the number of suspensions, prejudicial incidents, incidents of violence towards staff and pupils and incidents of positive handling

Role of all pupils

- Follow the school rules (Be safe Be ready Be respectful)
- Take responsibility for their actions and their impact on others.
- Address conflicts promptly and respectfully, seeking to understand different perspectives and find mutually agreeable solutions.

Role of families

- Support the aims of the behaviour and relationships policy
- Take responsibility for your actions and their impact on others.
- Address conflicts promptly and respectfully, seeking to understand different perspectives and find mutually agreeable solutions.

Review

This policy was originally written in consultation with parents, pupils and staff in autumn 2025 and spring 2026. It is to be reviewed annually.

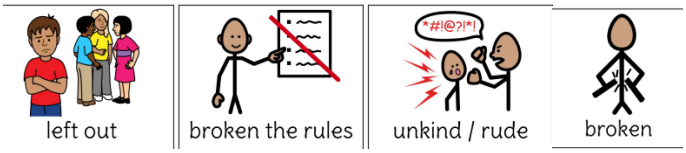
Policy Links

- Anti-Bulling Policy
- Safeguarding Policy
- Child Protection Policy
- Restrictive intervention, including use of reasonable force, in schools guidance April 2026

Appendix 1

Adult:	Child:

1. What happened?

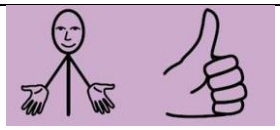


2. What were you feeling/thinking at the time?

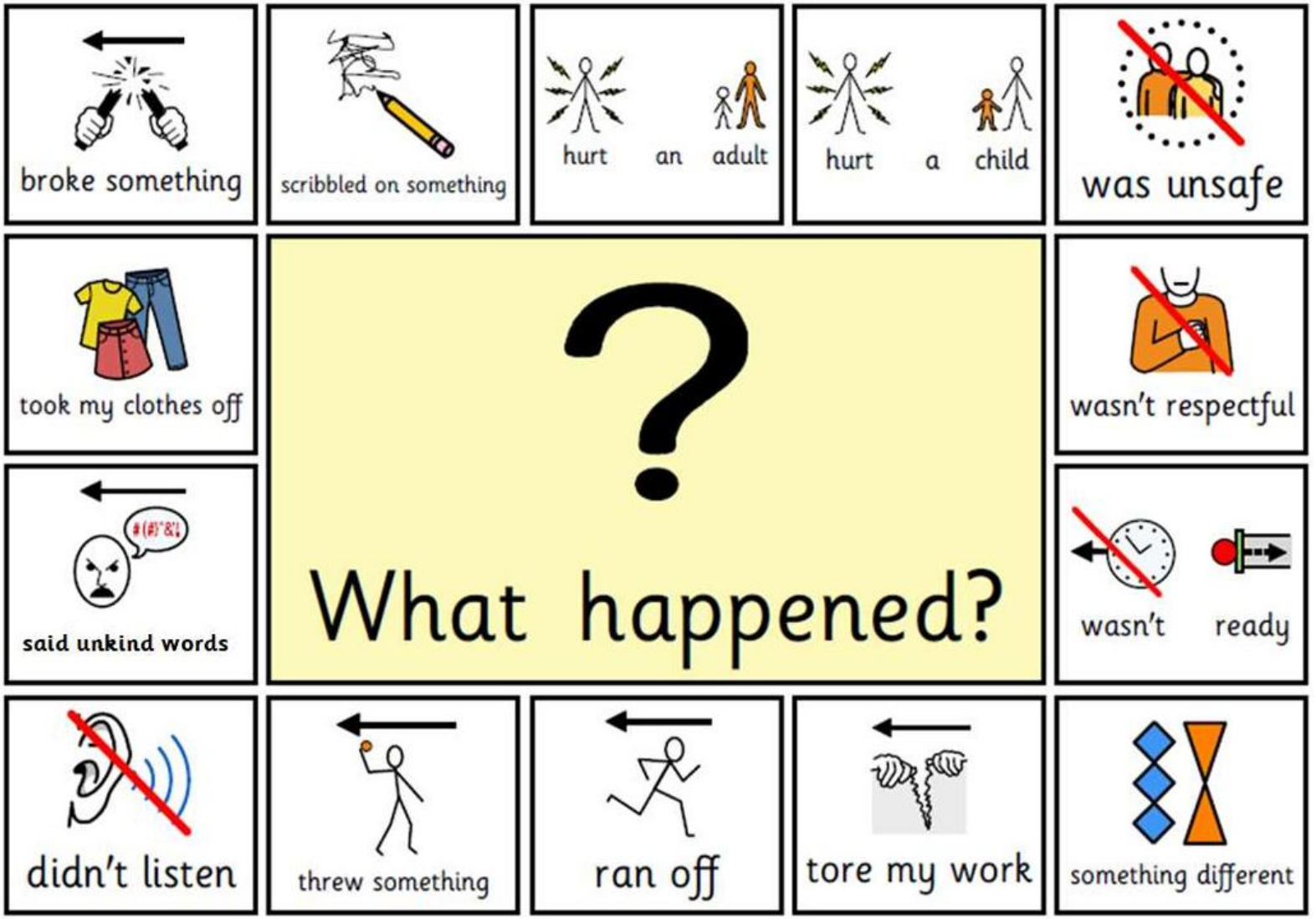
3. How did this make other people feel?

4. Who has been affected and how?

5. How can we put things right?



Appendix 2


broke something
scribbled on something
hurt an adult
hurt a child
was unsafe
took my clothes off
?
What happened?
wasn't respectful
said unkind words
wasn't ready
didn't listen
threw something
ran off
tore my work
something different

worried

fidgety

confused

angry

sad

irritated

What were you thinking or feeling?

excited

HA HA HA HA

giggly

distracted

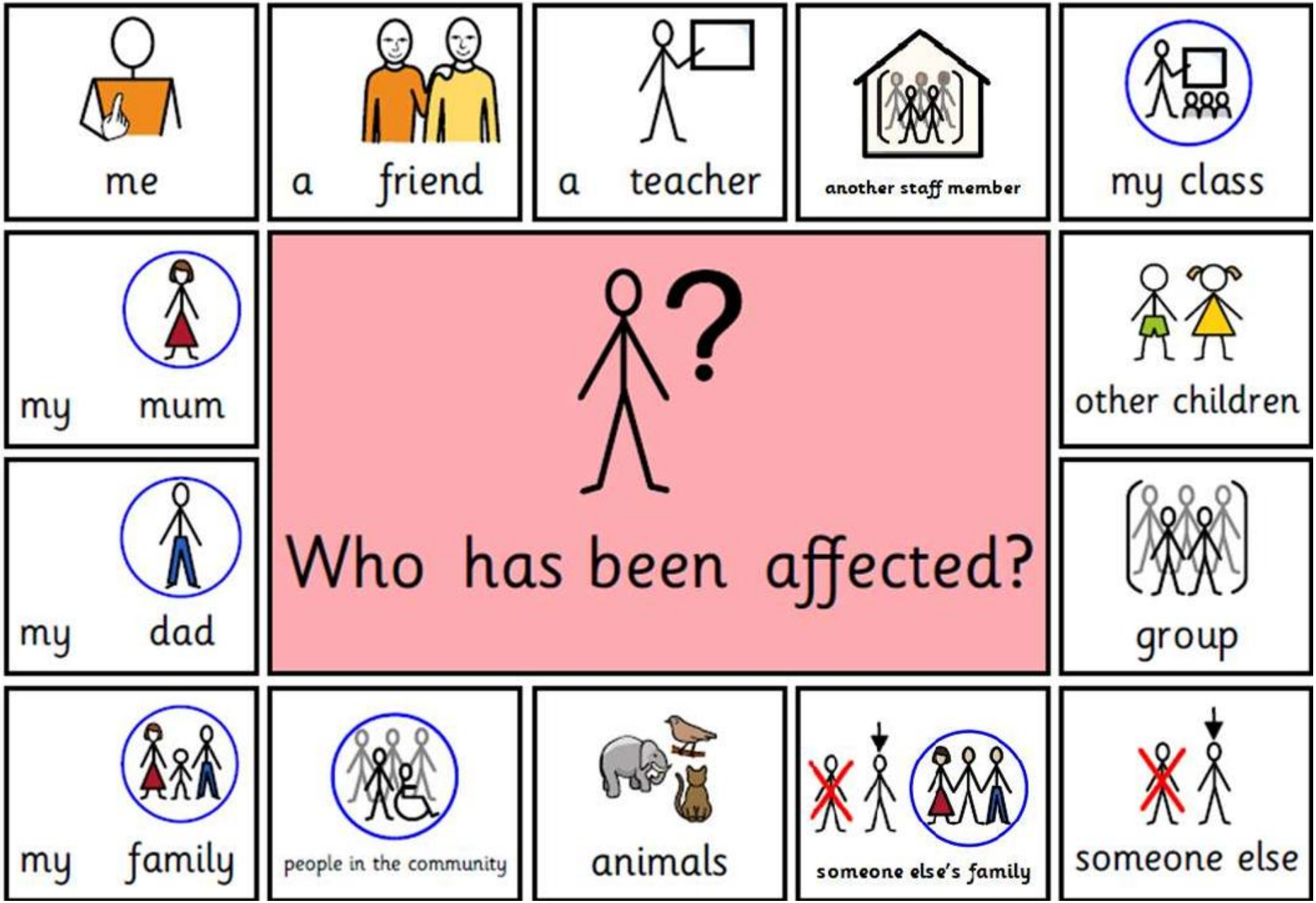
silly

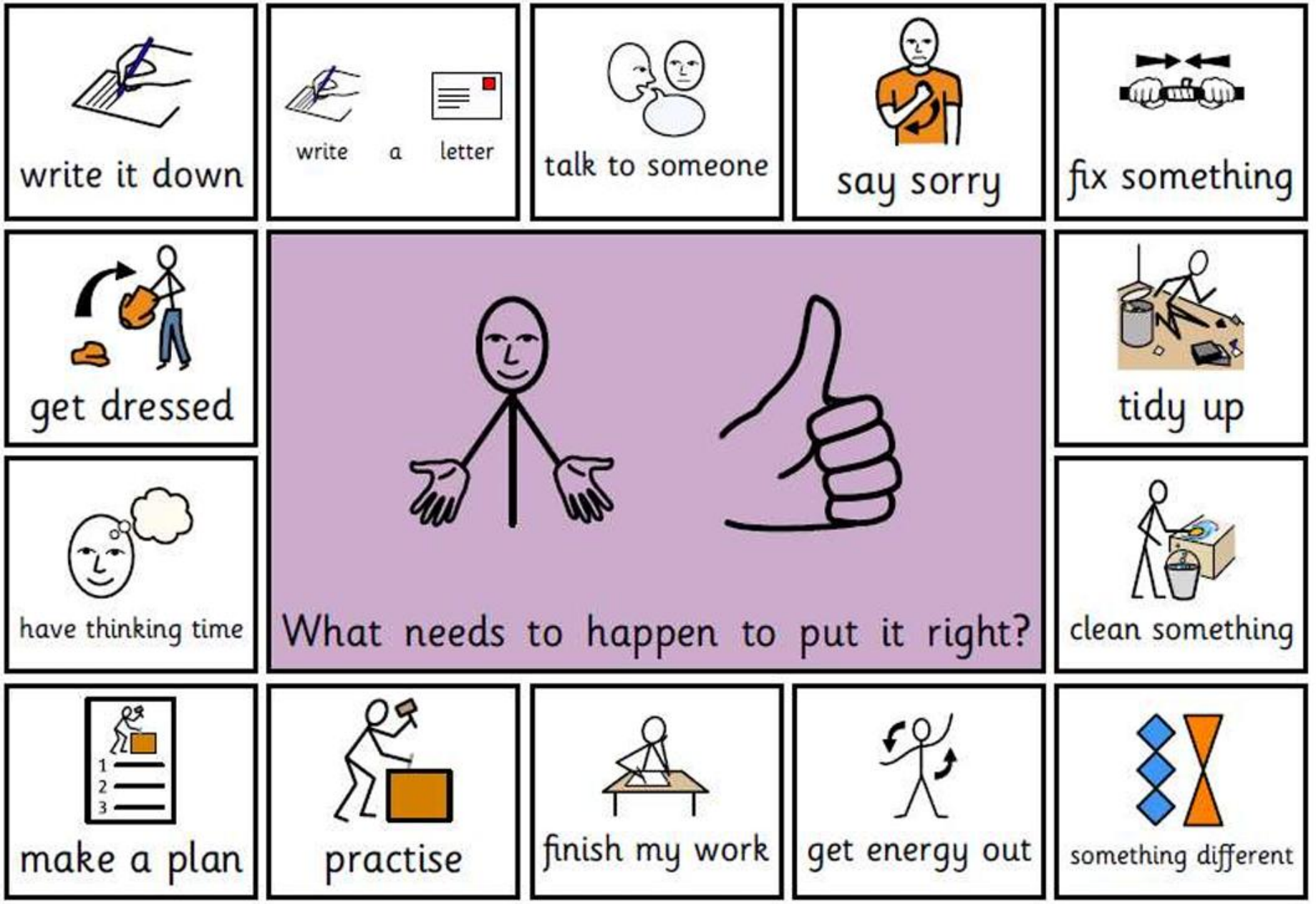
hungry / thirsty

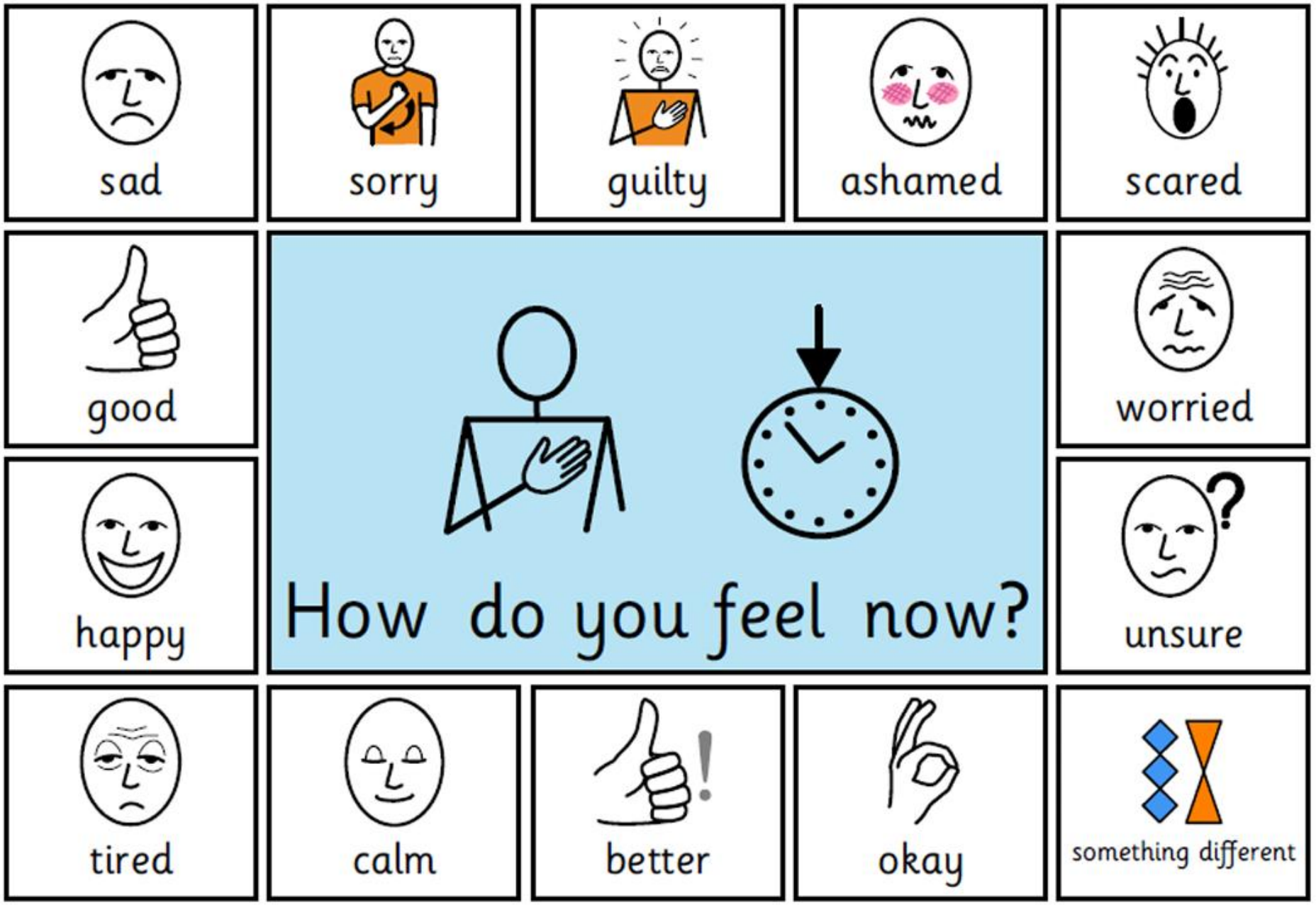
anxious

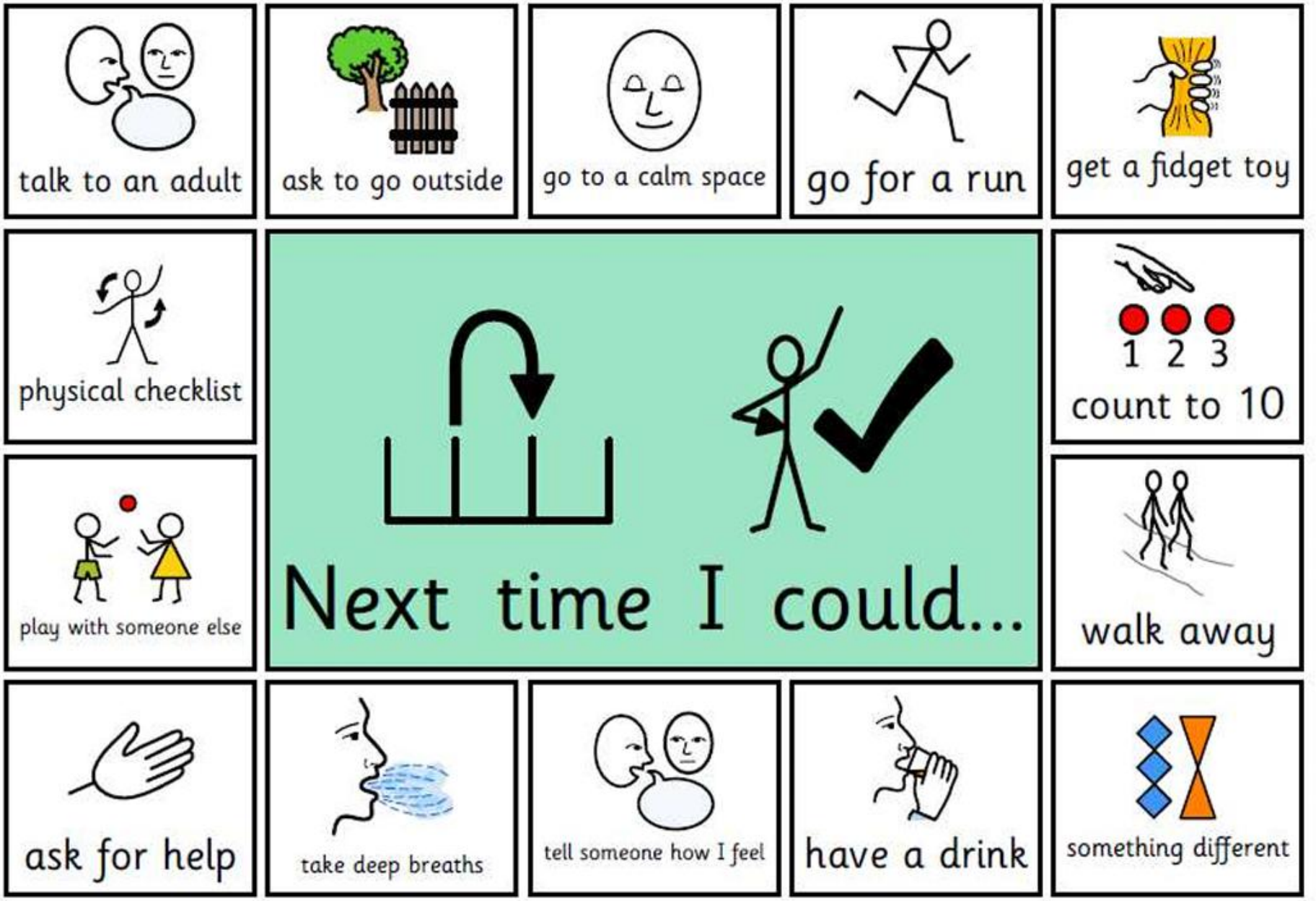
scared

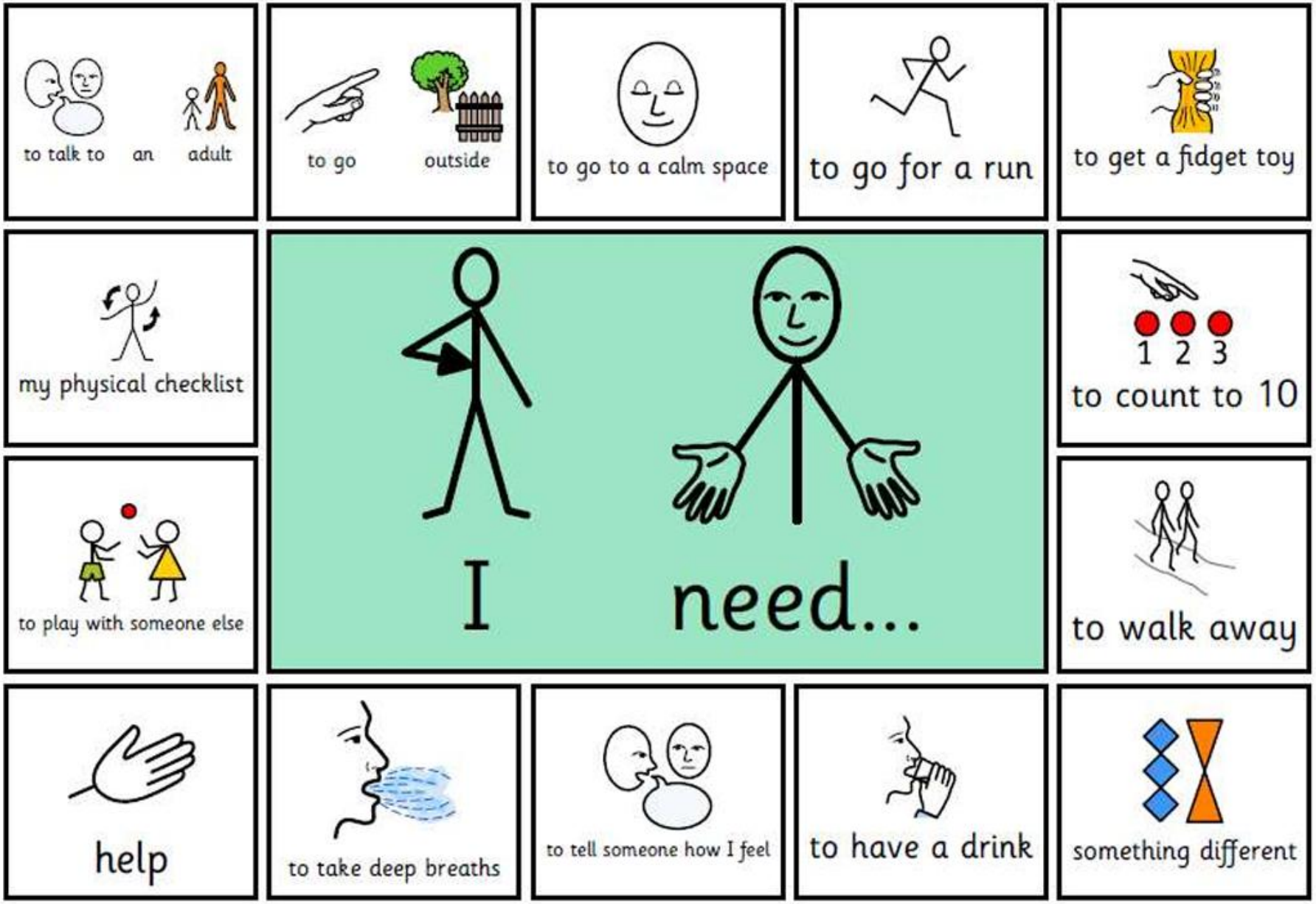
something different


me
a friend
a teacher
another staff member
my class
my mum
Who has been affected?
other children
my dad
group
my family
people in the community
animals
someone else's family
someone else


write it down
write a letter
talk to someone
say sorry
fix something
get dressed
What needs to happen to put it right?
tidy up
have thinking time
clean something
make a plan
practise
finish my work
get energy out
something different


sad
sorry
guilty
ashamed
scared
good
How do you feel now?
worried
happy
unsure
tired
calm
better
okay
something different


talk to an adult
ask to go outside
go to a calm space
go for a run
get a fidget toy
physical checklist
Next time I could...
1 2 3
count to 10
play with someone else
walk away
ask for help
take deep breaths
tell someone how I feel
have a drink
something different


to talk to an adult
to go outside
to go to a calm space
to go for a run
to get a fidget toy
my physical checklist
I need...
1 2 3
to count to 10
to play with someone else
to walk away
help
to take deep breaths
to tell someone how I feel
to have a drink
something different