



BEHAVIOUR AND RELATIONSHIPS POLICY

September 2026

At Caton Primary School, our school's mission is that 'every child will have the chance to shine and to learn with laughter. They will grow in confidence and be well-prepared for life's opportunities and challenges'.

Our commitment to our mission is lived out through our behaviour and relationships policy. All children need to feel safe and valued in school and to be able to develop as young people in a positive climate where learning is enjoyable and free from disruption.

1. Aims

Our behaviour and relationships policy is grounded in the understanding that strong, positive relationships are central to personal growth, emotional safety and learning. We recognise that behaviour is a form of communication, shaped by experience, development, environment, and context. As a trauma-informed and relational school, we prioritise co-regulation, emotional safety and consistency of response.

We aim to create a safe, calm, and inclusive environment where all members of the school community—children, staff, families, and visitors—feel valued, respected and heard. This policy is not simply about managing behaviour; it is about cultivating a culture of belonging, accountability and compassion.

We understand that some children need additional support to meet behaviour expectations, particularly if they have experienced adversity or trauma. Our approach combines high expectations with high levels of relational support to ensure every child can flourish.

Our guiding principles (aligned with the Governing Body's values and the Trauma Informed Lancashire Behaviour Policy Toolkit):

- Every child has the right to learn without disruption.
- Everyone has the right to be listened to, valued, and feel emotionally and physically safe.
- Behaviour is understood within the context of development, need and experience.
- Positive relationships underpin all learning and behaviour change.
- We communicate expectations clearly, using consistent routines and relational language.
- Pupils and staff flourish in a culture of safety, trust and dignity.

- Children (including those with SEND or trauma histories) are treated fairly, with responses tailored to their needs.
- Adults use relational practice before restrictive measures and seek to understand the underlying causes of behaviour.
- We aim to develop internal motivation and emotional literacy, not simply compliance.
- All staff are role models who demonstrate calm, respectful interactions, even in moments of challenge.
- Where behaviour is concerning, we work in partnership with parents, recognising them as key allies.
- We provide early and proactive support, recognising the power of prevention.
- Our approach is underpinned by six trauma-informed principles: Safety, Trust, Collaboration, Empowerment, Choice, and Cultural Sensitivity.

2. Code of Conduct

Our code of conduct reflects a shared commitment to emotional and physical safety, mutual respect and high expectations for all. It encourages self-regulation and accountability, rather than compliance through fear of punishment.

This code of conduct has been formulated with the safety and well-being of the children in mind, to enable the school to function efficiently as a place of learning, and to ensure our children always present themselves in the best light when representing school (on or off the premises).

2.1 Expectations of Pupils

Pupils are supported to follow our code of conduct through modelling, coaching, co-regulation, and meaningful relationships. We help children to repair and reflect after moments of dysregulation.

Children are expected to:

- Be ready for the start of the school day, both physically and emotionally.

- Be kind, caring and helpful to all members of the community.
- Listen respectfully, knowing their voice will be heard.
- Speak calmly and kindly, even when upset.
- Try their best, knowing mistakes are part of learning.
- Move calmly and safely through shared spaces.
- Look after their school and shared environments.
- Respect the feelings, boundaries, and belongings of others.
- Help make the classroom a place where everyone feels safe and able to learn.
- When outside of school, act as ambassadors of our values.

2.2 Expectations of Parents

Parents are vital partners in our approach. We ask them to:

- Ensure their child is on time and ready for school.
- Support the school's positive approach to relationships and regulation.
- Talk regularly with their child about school expectations, helping them make sense of boundaries.
- Communicate openly with staff and attend school events.
- Understand that behaviour is complex and influenced by many factors—including hidden needs.
- Trust that staff will respond with fairness, empathy and consistency.
- Support restorative and reflective approaches, recognising they are key to sustained change.
- Read and sign the home–school agreement, and reach out to school staff with any concerns.

2.3 Expectations of Staff

All adults in school will:

- Model respectful, calm and emotionally intelligent behaviour, even in moments of challenge.
- Prioritise relationships, making time for connection, repair and trust-building.
- Have zero tolerance for bullying, discrimination or exclusionary practices.
- Maintain high expectations for every child, with appropriate scaffolding and relational support.
- Listen without judgement, seeking to understand the underlying causes of behaviour.
- Treat each child as an individual, considering their developmental, emotional and neurobiological needs.
- Help children learn self-regulation skills and provide co-regulation when needed.
- Use restorative conversations to repair harm and build accountability.
- Share strategies and concerns with parents early, working in partnership to support the child.
- Commit to their own professional development around trauma-informed and inclusive practice.

3. Routines

3.1 Start and end of day routine

- Children line up quietly as the bell rings
- All children will be led into school by a teacher and greeted at the classroom door
- Everybody is expected to walk into school in a calm and orderly manner
- When children reach their classroom, they are expected to retrieve anything that they need from their bags and then place their bags and coats on pegs
- Children will enter the classroom to calm music playing and have a learning task to complete
- At the end of the day, children will be led to their usual dismissal exit by a teacher
- Children remain with a teacher until they are collected by an adult or will walk home if prior arrangements have been agreed

- Children who are attending After School Club will go to the dining hall and meet a teacher there
- Any child who is not collected on time is expected to wait with the dismissing teacher whilst a parent/carer is contacted

3.2 Playtime and Lunchtime Routines

- At morning playtime, children stand still on the first bell and walk to the relevant entrance on the second bell.
- The bell rings at the end of lunchtime. On the first bell, all children tidy up. On the second bell, the children walk to the relevant entrance and walk into school in a calm and orderly manner, ready to work.
- Children may be awarded team points for good manners, thoughtfulness, being helpful etc. by the welfare staff.
- Children are encouraged to show good table manners and thoughtful behaviour while eating their lunch.
- We expect that all adults working in school, whatever their role, will be treated with equal respect by children at all times.

3.3 Classroom Routines

Predictable, well-rehearsed routines promote a sense of safety and belonging - especially for pupils who experience anxiety or dysregulation. Children feel most secure when they understand what is expected, what will happen next, and how adults will respond.

Each class co-constructs and agrees on a set of classroom expectations (see Appendix A). These are:

- Taught explicitly at the start of the year,
- Revisited daily through modelling, narrative and visual reinforcement, and
- Visibly displayed to serve as gentle prompts.

Routines include emotional check-ins, regulation opportunities, and predictable transitions that support all learners, including those with additional needs or trauma histories.

4. Recognition and Reward

At Caton Primary School, we recognise that behaviour change is best achieved through relational connection and intrinsic motivation, rather than extrinsic reward alone. While we do celebrate effort and achievement, our focus remains on developing self-awareness, empathy, and positive relationships.

We recognise all aspects of personal development, including emotional growth, kindness, perseverance, and positive risk-taking—not just academic success.

Forms of recognition include:

- Verbal praise and positive reinforcement that is sincere, specific, and values effort over outcome.
- Relational connection—a smile, a nod, a private word of encouragement.
- Individual awards, including: Super Citizen, Wonderful Worker, and Golden Pen awards in assembly (with reasons shared aloud to model values).
- Team points for effort, collaboration and respect, promoting collective responsibility.
- Team totals are celebrated in Friday's Celebration Assembly and winning teams have a non uniform day half termly.

5. Responses and Relational Repair (Sanctions)

We recognise that negative behaviours are a form of communication. Therefore, when children struggle to meet expectations, we respond with curiosity, empathy, and consistency.

Our approach prioritises:

- Prevention over punishment,
- Repair over reprimand, and
- Connection before correction.

All responses are proportionate to the context and the child's emotional and developmental needs. Adults focus on supporting regulation first, before helping the child to reflect and repair.

Where appropriate, a restorative conversation is facilitated to ensure all voices are heard and relational accountability is built. Sanctions are never humiliating, exclusionary, or disproportionate.

Possible responses may include:

- Time in (not time out): The child spends time in a quiet, supported space to co-regulate with a trusted adult or to make up for lost learning time.
- Planned reflection time and a restorative conversation during or after breaktime with peers or staff involved.
- Pause from an activity if regulation or safety is compromised - this includes a clear route back in when ready.
- Contact with parents, framed around shared support and collaboration.
- Missed privileges e.g. withdrawal from a club if emotional safety cannot be upheld.
- Reviewing access to school trips, only if safety cannot be reasonably ensured despite proactive planning.
- Internal regulation provision, where a pupil needs significant emotional decompression.

Exclusion (fixed-term or permanent) remains an option in extreme cases where other strategies have not been successful, and risk cannot be mitigated. See the school's separate Exclusions Policy for details.

Escalation and Early Help

If behaviour remains concerning despite consistent relational approaches, a graduated response is followed:

- Behaviour Support Meeting with parents/carers, the class teacher, and the SENCo or Headteacher to review needs and adapt provision.
- Individual Relational Support Plan, detailing co-regulation strategies, known triggers, strengths, and adaptations.
- Multi-agency assessment, where appropriate, to ensure unmet needs are not being masked by behaviour.

All escalation steps involve parents as partners.

6. Recording Incidents and Responding Reflectively

At Caton Primary School, we believe that challenging behaviour is an opportunity for connection, reflection and learning. We understand that some children may struggle to regulate their emotions due to unmet needs, trauma, or neurodevelopmental

differences. In these cases, adult responses must be compassionate, calm and measured, focused not only on the behaviour but also on the why behind it.

Children are still developing their sense of right and wrong, and while clear boundaries are vital, it is equally important to meet behaviour with understanding, not assumption.

Our approach to incident recording includes the following principles:

- Context is everything: Behaviour is always interpreted in relation to a child's developmental stage, emotional needs, neurodiversity and life experiences.
- Regulation first, reflection second: Children need to be calm before they can reflect meaningfully. Behaviour incidents are not addressed while a child is dysregulated.
- Restoration over reprimand: Incidents are used as opportunities to coach relational and emotional skills, not simply to punish.
- Every child is seen and supported: Patterns are tracked over time, with targeted support offered where needed.

Practice:

- Responses remain fair, supportive and flexible.
- Staff acknowledge moments when a child was not emotionally able to make a regulated choice, and this is taken into account when reflecting on actions and deciding any reparation.
- Restorative responses may include conversations between those involved, supported by staff, helping children understand impact, restore trust, and rebuild connection.
- All significant incidents are logged using CPOMs, our behaviour recording system.
- The Headteacher regularly reviews logs to identify patterns, triggers, and children requiring additional support or intervention.
- If a restorative or relational response is agreed upon (see Appendix C), this is logged and followed up.

Persistent, concerning or escalating behaviours prompt:

- A conversation with parents,
- A daily/weekly check-in or behaviour support plan, co-designed with the child and family,
- Where needed, a referral for pastoral, SEND, or external multi-agency support.

7. Child-on-Child Abuse

We take all forms of harmful or abusive behaviour between pupils extremely seriously. Abuse is never “just banter”, and we work proactively to prevent a culture where such behaviour can go unchallenged.

As a trauma-informed and relational school, we respond to all disclosures, indicators and patterns of harm with care, consistency and clarity. Children affected by harm - whether as victims, bystanders or those who have caused harm - receive the support they need.

Staff responsibilities:

All suspicions, concerns or disclosures of child-on-child abuse are reported immediately to the Designated Safeguarding Lead (DSL) or deputy.

Staff are trained to recognise a wide range of indicators of abuse, including:

- Unexplained injuries in unusual places,
- Withdrawn behaviour or excessive compliance,
- Sexual knowledge beyond developmental norms,
- Language or behaviour that signals distress or dysregulation,
- Fear of being left out or abandoned,
- Signs of low mood, anxiety or isolation,
- Changes in peer group, risk-taking, or substance misuse.

Staff will never delay intervention or wait for multiple incidents before acting.

All forms of harmful or abusive behaviour will be challenged in the moment, and children will be helped to understand why the behaviour is unacceptable.

Our trauma-informed approach ensures that:

- Responses are proportionate and sensitive to the context and individual needs of both the child who was harmed and the child who caused harm.
- Children who cause harm are held accountable through restorative processes, which are carefully facilitated and always prioritise the safety and readiness of the victim.

- Sanctions are used where appropriate but are not used in isolation. Education, support and relational repair are key components of our response.
- Staff understand that a lack of protest from a victim does not equal consent or harmlessness. Some children may not have the skills, confidence or awareness to speak up.
- The victim's voice is central to the school's response, but so is their need for safety and emotional containment - repeated questioning is avoided.
- We remain alert to the risk of normalising harmful behaviour through minimisation, silence or humour. Every child deserves to be protected from such harm.

Our child-on-child abuse policy outlines in further detail how we manage child-on-child abuse in line with Keeping Children Safe in Education and DfE statutory guidance.

7.1 Handling allegations of abuse against pupils

Staff will always, when handling an incident of alleged abuse, take the report of the victim seriously, reassure them, support them and work to keep them safe. Victims will never be made to feel like they are causing a problem by reporting any form of abuse, be made to feel ashamed, or have their experience minimised by staff at the school. Staff will be aware of the importance of not downplaying any reports of abuse; however, will ensure that they remain sympathetic, and observant of the duty of care, to both the alleged perpetrator(s) and victim(s).

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it, or wait for a disclosure. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves, and the discussion will be handled sensitively and with the help of children's social care where necessary. If staff are in any doubt, they will speak to the DSL. All staff will be aware that pupils may not feel ready or know how to tell someone that they are being abused, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have any concerns.

Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same and the incident will be treated equally as seriously and investigated in the same way as an incident that took place in school.

All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the pupil chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the pupil with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure; staff will ensure they remain engaged and not appear distracted.
- Understanding that victims may not disclose the whole picture immediately and may be more comfortable providing information on a step-by-step basis.
- Ensuring that dialogue is kept open and encouraged.
- Only recording the facts as the pupil presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice.
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.
- The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

8. Positive Handling and the Use of Reasonable Force

At Caton Primary School, we are committed to creating a safe, calm and relational learning environment for all pupils. Our approach to behaviour prioritises preventative strategies, emotional regulation, and relational connection, to reduce the likelihood of situations escalating to the point where physical intervention is needed.

However, in rare and exceptional circumstances, it may be necessary for staff to use restrictive interventions, reasonable force, restraint or seclusion to keep a child or others safe.

Further information can be found in our Use of Restrictive Interventions Policy.

9. Searching, Screening and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below.

The list of prohibited items is:

- Mobile phones;
- Watches with cameras;
- Knives and weapons;
- Alcohol;
- Vaping equipment
- Fireworks
- Tobacco and cigarette papers
- Illegal drugs;
- Stolen items;
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to or damage to property of any person (including the pupil).

10. Exclusion

Exclusion is a sanction, which will be determined as necessary only by the Headteacher. The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that we will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion.

Pastoral support will be put in place for excluded pupils as appropriate to minimise the risk of further exclusion and to ease the transition back into school.

Further information can be found in our Suspensions and Exclusions Policy.

11. Conduct Outside the School Gates

At Caton Primary School, we expect pupils to uphold our school values beyond the school premises, especially when they are identifiable as members of our community. We recognise that a child's behaviour outside school is still shaped by their emotional regulation, experiences and needs, and that a relational approach remains important in our response.

Staff have the legal power to address behaviour that occurs outside of school where it is reasonable and proportionate to do so. This includes behaviour that:

- Takes place during school-organised or school-related activities (e.g. trips, clubs, events);
- Occurs while travelling to or from school;
- Happens while wearing the school uniform or in any other way identifying as a pupil of the school;
- Has repercussions for the safety, welfare, or emotional wellbeing of others in the school community;
- Impacts the orderly running of the school, or brings the school's values or reputation into disrepute.

Where incidents of inappropriate behaviour, bullying, or harm outside of school are witnessed by a staff member or reported to school, they will be investigated in line with our trauma-informed, relational procedures. Responses will be tailored to the situation, the context, and the individual child's needs.

Restorative, supportive, and proportional responses will be prioritised, and all actions will be recorded on CPOMs. Parents/carers will be involved where appropriate, and safeguarding procedures will be followed when necessary.

12. School Support System

We understand that responding to challenging behaviour can be emotionally and professionally demanding, and that staff wellbeing is crucial to maintaining a relational and trauma-informed school culture.

Caton Primary School provides a comprehensive support system for staff, including:

- Ongoing CPD in trauma-informed practice, behaviour as communication, restorative approaches, and inclusive support for pupils with SEMH or SEND needs;
- Access to supervision or reflective practice sessions, where staff can explore challenges in a safe, non-judgemental environment;
- Peer collaboration, coaching, and mentoring to share best practice and build confidence;
- Pastoral support for any member of staff who is involved in, or subject to, a behaviour-related allegation, to ensure they are supported throughout the process;
- Senior leadership guidance during and after high-pressure incidents, ensuring staff feel safe, valued, and not isolated.

We promote a culture where staff are never expected to manage challenging behaviour alone, and where connection, safety and teamwork are prioritised at every level of the school community.

Appendix A: Relational Classroom Expectations

At Caton Primary, classroom routines are intentionally designed to promote safety, connection, and readiness to learn. These expectations are co-created with pupils and revisited regularly to build a shared understanding of how we behave, feel, and support each other in our learning environment.

All expectations are framed positively and promote emotional literacy, self-regulation, and mutual respect.

Core Expectations for Pupils: Be Ready, Respectful and Safe

- **We arrive ready:** We start the day calmly, knowing what to expect and what is expected of us.
- **We use kind hands, feet and words:** We keep ourselves and each other emotionally and physically safe.
- **We speak and listen respectfully:** We know everyone has a right to be heard and understood.
- **We notice and name feelings:** We learn to recognise our own emotions and those of others.
- **We ask for help when we need it:** We understand it's okay to struggle, make mistakes and seek support.
- **We take responsibility:** We learn from mistakes and use them to grow.
- **We help each other:** We are a team—we share, support and look out for one another.

These expectations are visually displayed in each classroom and referred to through relational language, modelling, and daily check-ins. Children are praised for meeting expectations and supported compassionately when struggling to do so.

Appendix B: Stepped Relational Response Pathway

This pathway outlines a graduated, relational approach to responding to behaviour that challenges or disrupts. It supports staff in remaining calm, consistent and connected, even when under pressure.

STEP 1:

Connect Before You Correct

Use non-verbal cues, proximity, or a quiet reminder.

Name what you see: “I can see that something’s not okay right now...”

Regulate first, teach second.

STEP 2:

Offer Co-Regulation

Move the child to a calm space if needed (never isolating).

Where possible, provide time with a trusted adult.

Use strategies like breathing, sensory tools, or movement breaks.

STEP 3:

Restorative Reflection

When regulated, support child to reflect:

What happened?

How were people affected?

What needs to happen to repair this? Agree next steps which could include e.g. making up for lost learning time, tidying up, writing a letter of apology etc.

Use scripts such as “I feel... when... because...” or restorative circles if appropriate.

STEP 4:

Repair and Restore

Facilitate a conversation with those involved.

Carrying out next steps as agreed in Step 3.

Reaffirm child's place in the class: "You are valued. Tomorrow is a new start."

STEP 5:

Review and Support

If behaviour is persistent or escalates:

Log on CPOMs.

Speak with parents/carers.

Implement a Behaviour Support Plan.

Involve SENCo or DSL as appropriate.

STEP 6:

Plan and Protect

For serious, unsafe or repeated behaviour:

Behaviour Support Meeting.

Possible multi-agency input or Early Help Assessment.

Reasonable adjustments reviewed.

Risk assessments for specific contexts (e.g. trips, transitions).

Appendix C: Examples of Relational Reparation

Instead of punitive consequences, relational schools focus on repairing harm, rebuilding trust, and supporting children to understand the impact of their behaviour. Reparations should be meaningful, proportionate, and support the development of empathy.

Example Situation	Relational Response
Child hurts another during play	Restorative conversation, helps set up or organise next playtime activity together
Child damages equipment	Helps repair or replace item, writes apology or reflection
Child shouts in class	Supported reflection, reminder of expectations
Child refuses instructions	One-to-one chat to explore why, co-create a visual reminder or plan
Repeated dysregulation	Create a regulation toolkit, explore triggers and build a co-regulation strategy
Harmful language used	Scripted restorative discussion, read/role play more respectful alternatives, explore stories that promote inclusion
Child on child harm	Full restorative process, DSL led safety planning, check ins, therapeutic or external support if necessary

Staff will use natural and logical consequences with care, always considering the child's developmental stage, emotional regulation capacity, and the context surrounding the behaviour. Consequences will be flexible and proportionate, aimed at helping the child understand the impact of their actions, restore relationships, and rebuild trust—never to shame or exclude.

Significant incidents or patterns will be recorded on CPOMs, and parents or carers will be informed where appropriate, so they can work in partnership with the school to support the child's reflection and growth. The focus remains on guiding children towards self-awareness and positive behaviour change through consistent, relational practice.

Where undesired behaviours are persistent and actions taken above have been ineffective, further sanctions may be implemented to help the child understand the impact of their persistent behaviours.