



Relationships, Behaviour and Belonging Policy

2026 – 2027

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'The Love of Christ Shines Here'

Our School is Christ-centred where Gospel values permeate our daily lives.

We extend our hand of friendship to the wider community in the spirit of love, peace and justice.

We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching curriculum.



Relationships, Behaviour and Belonging Policy

1. Mission and Rationale

At Our Lady and St Philomena's Catholic Primary School, we recognise that every child is made in the image and likeness of God and is of equal dignity and worth. Our approach to relationships and behaviour is rooted in Gospel values of love, forgiveness, justice and reconciliation. We are committed to creating a school community in which the love of Christ is lived out through positive relationships, mutual respect and a strong sense of belonging so that *'all may flourish and live life to the full'* (John 10:10).

We understand that behaviour is learned and that it is our responsibility as educators to teach, model and support pupils in developing the habits, attitudes and self-regulation required to flourish both academically and socially. We therefore place relationships at the heart of our practice, recognising that pupils are most successful when they feel safe, respected and understood.

This policy sets out how we establish a calm, purposeful and inclusive environment in which all pupils are able to learn and thrive. It reflects our commitment to high expectations for all, alongside appropriate support for those who require it.

2. Principles

Our approach is underpinned by a clear set of principles. Behaviour is explicitly taught, modelled and reinforced across the school. We believe that strong relationships are the foundation of effective learning and that behaviour must be understood within the context of those relationships. We recognise that behaviour is a form of communication and that pupils may, at times, require support to regulate their emotions and actions. Adults in school are the primary role models. The way in which staff speak, respond and interact establishes the culture of the school. For this reason, consistency, calmness and respect are essential expectations for all adults.

We maintain high expectations for all pupils. However, we also recognise that some pupils, particularly those with additional needs, may require reasonable adjustments and tailored support. Our approach is therefore both consistent and responsive.

3. Positive Relationships and Behaviour

Positive relationships within the school are characterised by dignity, kindness, respect and a shared commitment to learning. Pupils are taught to consider the impact of their behaviour on others and to take responsibility for their actions. They are supported to develop empathy, resilience and the ability to resolve difficulties appropriately.

Behaviour that disrupts learning, causes harm or undermines the dignity of others is addressed promptly and consistently. Our aim is not simply to correct behaviour, but to support pupils in understanding it and improving it over time.

4. The Role of Adults

All staff play a pivotal role in establishing and maintaining a calm, predictable and respectful environment in which all pupils can thrive. Adults are the primary role models within the school; pupils observe and internalise the way in which staff speak, respond and interact. It is therefore essential that all staff consistently demonstrate the highest standards of professional conduct, modelling the behaviour, language and attitudes that we expect pupils to adopt.

Staff will:

- create a positive climate through clear routines, high expectations and purposeful interactions, remaining calm, firm and fair while being approachable, tolerant and respectful;



- communicate with courtesy and consideration at all times, avoiding sarcasm, humiliation and confrontation, and using de-escalation strategies, measured language and professional judgement to maintain dignity and restore calm;
- take collective responsibility for all pupils across the school, building relationships, fostering belonging and ensuring that all pupils feel known, valued and supported, while actively challenging any discriminatory language or behaviour;
- recognise that behaviour may reflect underlying need, responding with professional curiosity and making reasonable adjustments where appropriate, particularly for pupils with SEND or additional vulnerabilities.

Staff maintain high professional standards at all times. Practice that undermines dignity or escalates behaviour is not acceptable. This includes the use of raised voices as a form of public reprimand, sarcasm, or responses that humiliate pupils. Staff do not apply sanctions indiscriminately to whole groups, and they ensure that consequences are proportionate, appropriate and clearly understood.

When addressing behaviour, staff focus on the conduct rather than the child, helping pupils to understand the impact of their actions on others and on the wider school community. Positive behaviour is consistently recognised and reinforced.

In line with statutory guidance, all staff read Part One of Keeping Children Safe in Education in full to ensure a complete and up-to-date understanding of their individual safeguarding responsibilities. Staff maintain high professional standards at all times, with practice that respects pupil dignity and models the expectations set out across the school.

Consistency across the school is essential. All staff are expected to apply this policy in a coherent and unified manner so that pupils experience clear, predictable and fair expectations at all times.

5. Establishing a Positive Culture Across the School

Positive relationships are developed through every interaction within the school day. Staff recognise that both formal and informal moments contribute significantly to pupils' behaviour and to the overall culture of the school.

Staff are consistently visible, approachable and proactive. They build relationships through positive dialogue, greeting pupils and engaging with them respectfully. Where behaviour falls below expectations, it is addressed promptly and appropriately to maintain consistency and prevent escalation.

Within the classroom, teachers and teaching assistants establish calm, purposeful environments supported by clear routines and high expectations. Learning is well planned and appropriately matched so that pupils remain engaged and successful. Staff model respectful relationships and support pupils to understand their behaviour, take responsibility and, where appropriate, repair and restore relationships in line with the school's Catholic ethos.

The Zones of Regulation are used consistently to support pupils in understanding and managing their emotions. Staff model this approach and provide opportunities for pupils to regulate so that they are ready to learn.

Expectations are applied firmly and fairly so that pupils experience a predictable, safe and inclusive environment in which positive behaviour is both expected and sustained.

6. Supporting Regulation and Emotional Development

The school recognises that pupils must be supported to regulate their emotions in order to engage successfully in learning. The Zones of Regulation are used to help pupils identify, understand and manage their feelings.



This approach supports the development of self-awareness and self-regulation and is not used as a label or a sanction. Staff provide appropriate support and, where necessary, allow pupils time and space to regulate so that they are ready to return to learning.

7. Recognition and Encouragement

Positive behaviour is recognised and reinforced consistently across the school. Staff use purposeful praise and encouragement to highlight appropriate conduct, reinforce expectations and promote a culture of respect and responsibility.

Recognition is closely linked to the school's values and reflects the behaviours we seek to develop in all pupils. Through this approach, pupils are supported to understand what positive behaviour looks like and why it matters.

While rewards are used to reinforce behaviour, the school's long-term aim is to develop intrinsic motivation. Pupils are encouraged to take pride in their conduct, to act responsibly and to recognise the impact of their actions on others and on the wider school community.

8. Responding to Behaviour

Behaviour is managed through a clear and consistent graduated approach, underpinned by calm, professional judgement and a commitment to maintaining dignity for all.

When behaviour falls below expectations, staff respond promptly and proportionately, ensuring that learning is protected and that pupils are supported to improve.

- In the first instance, pupils are reminded of expectations and given the opportunity to correct their behaviour. Where appropriate, they are supported to regulate so that they are able to re-engage successfully with learning.
- If behaviour does not improve, a clear warning is given, making expectations explicit and providing the pupil with a further opportunity to make a positive choice.
- Where behaviour continues to disrupt learning or impact others, pupils may be removed from the immediate situation for a short period. This is a supportive measure designed to prevent escalation and allow the pupil to regain control so that they are able to return to learning.

Throughout this process, staff seek to understand what has happened before determining the most appropriate response. Pupils are given the opportunity to explain their actions and are supported to recognise the impact of their behaviour on others.

Staff remain vigilant to the potential for behaviour to escalate and intervene early where possible. They maintain a calm presence, use appropriate tone and language, and adapt their responses to the needs of the pupil and the situation.

The overall aim of this approach is to support pupils in improving their behaviour over time, ensuring that all pupils are able to learn in a safe, calm and purposeful environment.

9. Restrictive Intervention

We use a wide range of de-escalation techniques and individual strategies to support our pupils to support them in making the choices necessary to manage their behaviour. Sometimes however, we may need to physically support in order to ensure the safety of themselves and others. We do this via LeAFE (Learning Approaches For Everyone) training.

LeAFE Support is a supportive holding method to ensure the safety of the pupil who is displaying heightened behaviours and those around them.



It is not restraint as our methods still allow the pupil to have natural movement at all times and is NOT reliant on strength or equipment.

The methodology is accredited by CPD UK and follows the structure laid out by the RRN (Restraint Reduction Network) and BILD (British Institute of Learning Disabilities).

Under the law, the term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Our staff do not use 'reasonable force' unless there is a clear rationale to do so. This would fall under the three rules set out under law: was it reasonable, proportionate and necessary. As a school, we use our training as a last resort - relying on our relationships with our pupils, but in some cases (where a child may be at risk to themselves or others) we will use it to de-escalate the situation.

All staff, trained or not, under the law have the legal power to use reasonable force. We as a school, have recognised that we would prefer to do this safely and with comprehensive training which is why we have undertaken professionally accredited training. All incidents where we have supported a pupil physically are logged in line with school procedures and you as a parent will be informed.

10. Reflection and Restoration

Where a pupil has been removed from learning or has not met expectations, a structured follow-up will take place to support improvement and restore relationships.

This will be carried out at an appropriate time and may involve the class teacher or another member of staff. The purpose is to:

- support the pupil in understanding what has happened;
- consider the impact of their behaviour on others;
- identify how the situation could be managed differently in future.

This process is restorative in nature and focused on learning and improvement, rather than punishment. Pupils are supported to take responsibility for their actions and to repair relationships where appropriate.

The school is committed to protecting pupils' access to play and social time wherever possible. Reflection is therefore proportionate and does not routinely result in the loss of playtime. Staff use professional judgement to determine the most appropriate time for follow-up so that it is meaningful and effective.

11. Recording, Communication and Escalation

Staff record significant behaviour incidents in line with the school's safeguarding and behaviour procedures. This ensures that concerns are monitored, patterns are identified and appropriate action is taken.

Where behaviour is persistent or causes concern, parents and carers will be informed and involved.

Communication is timely and constructive, with a focus on working in partnership to support improvement. Some pupils may require additional support to meet expectations. In such cases, the school may implement targeted strategies, including pastoral support plans, individual behaviour plans or involvement from the SENDCo and external agencies.

Where behaviour continues to impact on learning or safety, senior leaders will be involved to determine appropriate next steps. This may include further support, internal exclusion or, in more serious cases, external exclusion in line with school policy.

Serious incidents, including those involving discrimination, bullying or harmful behaviour, are recorded and monitored carefully. Leaders review patterns over time to ensure that responses remain consistent, effective and inclusive, and that appropriate action is taken where concerns are identified.



Where pupils display persistent behavioural concerns, staff investigate underlying needs and consider referrals to universal services, community-based early help or targeted Family Help in accordance with local safeguarding arrangements.

All incidents involving discrimination, prejudice-based harm, faith-targeted abuse, or harassment are recorded and monitored systematically as potential safeguarding concerns. Leaders review patterns over time to ensure that responses remain consistent, effective, and inclusive, and that proactive steps are taken to address underlying cultural or behavioural trends within the school community

12. Behaviour Response: Graduated Approach, Reintegration & Professional Judgement

The school uses a clear and consistent graduated approach to behaviour, ensuring that expectations are applied fairly, pupils are supported to improve, and learning is protected.

Stage 1: Reminder

A clear and calm reminder of expectations is given. The pupil is supported to understand what is required and given the opportunity to correct their behaviour.

Stage 2: Regulation Support

Where appropriate, the pupil is supported to regulate. This may include time, space or the use of agreed strategies, enabling the pupil to return to learning in a calm and ready state.

Stage 3: Final Warning

If behaviour does not improve, a clear final warning is given. The pupil is made aware that continued disruption will result in further action.

Stage 4: Removal from Learning

Where behaviour continues to fall below expectations or impacts on others, the pupil may be removed from the immediate situation for a short period. This is a supportive measure to prevent escalation and protect learning.

Following any period of removal, pupils are supported to return successfully to learning. Staff re-establish expectations, support the pupil in understanding the impact of their behaviour, and facilitate restorative conversation where appropriate. The aim is to repair relationships and enable the pupil to move forward positively within the classroom.

This graduated approach is applied consistently across the school. However, staff use professional judgement to respond proportionately, considering the context, the needs of the pupil and the severity of the behaviour. In cases of serious behaviour, staff may move directly to a later stage or involve senior leaders.

13. Serious Behaviour

Serious behaviour is defined as conduct that causes, or has the potential to cause, harm to others, significantly disrupts learning, or undermines the safety, dignity or wellbeing of individuals within the school community. This includes, but is not limited to, incidents involving physical aggression, discriminatory behaviour, bullying, or persistent and severe disruption.

Such incidents are dealt with by senior leaders and are addressed promptly, consistently and with due regard to the individual circumstances of the pupil and the context in which the behaviour has occurred.

Staff proactively challenge inappropriate language, including sexism, misogyny and prejudice-based comments, recognising that unaddressed behaviour can escalate into wider harmful sexual behaviour or harassment.

The school adopts a measured and proportionate response, ensuring that all actions are fair, appropriate and in line with safeguarding procedures. At all times, staff seek to understand the underlying factors contributing



to the behaviour and to respond in a way that supports both immediate safety and longer-term improvement. Where appropriate, parents and carers are informed and involved at an early stage. Additional support may be put in place, including pastoral intervention, individual planning or involvement of external agencies.

The school's priority is to maintain a safe, respectful and inclusive environment for all pupils, while supporting individuals to take responsibility, reflect and improve their behaviour over time.

14. Internal Exclusion, Suspension and Permanent Exclusion

Internal exclusion, suspension and permanent exclusion are used only where necessary and as a last resort. They are considered in response to serious incidents or where there has been a sustained pattern of behaviour that has not improved despite appropriate support and intervention.

Internal exclusion involves the temporary removal of a pupil from their usual class environment for a defined period of time. This is used to protect learning, prevent further disruption and allow the pupil an opportunity to reset and reflect in a structured and supervised setting.

Suspension refers to a fixed-term exclusion from school in line with statutory guidance. Permanent exclusion refers to the removal of a pupil from the school roll. These decisions are taken by the headteacher where the severity or persistence of behaviour warrants a more significant response.

In all cases, decisions are made with careful consideration of proportionality, context and the individual needs of the pupil. The school ensures that all procedures are lawful, transparent and in line with national guidance. Following any period of suspension or internal exclusion, a structured reintegration process takes place. This may include a meeting with parents or carers, clear expectations for return, and additional support to enable the pupil to succeed. The focus is on restoration, reintegration and sustained improvement.

The school is committed to ensuring that exclusion is not used in a way that disproportionately affects any group of pupils. Leaders monitor patterns closely and act to ensure that practice remains fair, inclusive and consistent.

The school seeks to minimise the use of suspension and permanent exclusion through early intervention, consistent practice and strong relationships.

15. Child-on-Child Abuse

The school recognises that child-on-child abuse is a safeguarding issue and will always be treated as such. The school adopts a whole-school approach to preventing and responding to child-on-child abuse, recognising that such behaviour can occur both inside and outside of school, including online. All staff receive regular safeguarding training and understand their responsibilities in identifying, challenging and reporting concerns. The school maintains a zero-tolerance approach to sexual violence, sexual harassment and all forms of abusive or harmful behaviour between pupils. Such behaviour is never dismissed as banter, joking or part of growing up. All staff are expected to challenge inappropriate language and behaviour immediately and to make clear that it is unacceptable.

All concerns are treated seriously and reported without delay to the Designated Safeguarding Lead (DSL) or a member of the safeguarding team. This includes, but is not limited to, incidents of bullying (including cyberbullying), discriminatory behaviour, physical aggression, gender-based violence, sexual harassment and the sharing of inappropriate images.

The school takes a victim-centred approach. Pupils who experience harm are listened to, taken seriously and supported. They are reassured that they are not to blame and will not be made to feel ashamed or that they are creating a problem by reporting concerns. Appropriate support is put in place to ensure their safety and wellbeing.



Staff recognise that some pupils may find it difficult to report concerns and remain vigilant to signs of harm or distress. Additional consideration is given to pupils who may be more vulnerable, including those with special educational needs and disabilities, or those who may be targeted due to perceived differences.

Incidents are recorded and monitored in line with the school's safeguarding procedures. Patterns and trends are reviewed by senior leaders to ensure that appropriate action is taken and that the school environment remains safe and inclusive. Where necessary, the school will work with parents, external agencies and, in serious cases, children's social care or the police.

The curriculum plays a key role in prevention. Through a carefully planned programme of relationships, sex and health education, pupils are taught about respectful relationships, consent, boundaries and how to seek help. This is supported by a culture in which pupils feel confident to speak up and know that concerns will be taken seriously.

Where incidents occur, the school responds promptly and proportionately, balancing the needs of all pupils involved while prioritising safety. Support is provided through the school's pastoral systems and, where appropriate, external agencies. Risk assessments may be implemented to ensure ongoing safety. Through this approach, the school seeks to prevent harm, challenge inappropriate behaviour and create a culture in which all pupils feel safe, respected and protected.

The school maintains a proactive approach to addressing online risks, including the sharing or creation of nudes and semi-nudes, digitally altered images and AI-generated content. All such instances are managed as safeguarding matters in line with KCSIE 2026.

The school recognises that child-on-child abuse operates on a continuum, ranging from early indicators of Harmful Sexual Behaviour (HSB) to Sexual Harassment and Sexual Violence. Staff intervene at the earliest stage to prevent escalation.

16. Bullying and Harmful Behaviour

Bullying is defined as behaviour that is repeated, intentional and involves a power imbalance. It can take many forms, including physical, verbal, relational or online behaviour.

The school takes all allegations of bullying seriously and acts promptly and effectively to address concerns. Bullying is not tolerated and is considered a form of harmful behaviour that may also constitute a safeguarding concern.

All pupils have the right to feel safe, respected and protected. Where bullying is identified, the school will support and protect the victim, address the behaviour of those responsible, work to restore relationships where appropriate, and take action to prevent recurrence.

Staff remain vigilant to the possibility of bullying and respond immediately to concerns. Incidents are recorded and monitored to identify patterns and ensure that appropriate action is taken.

The school promotes a culture in which pupils are encouraged to speak up, support one another and report concerns, knowing that they will be taken seriously.

17. Promoting Positive Behaviour and Classroom Practice

Positive behaviour is promoted through consistent expectations, strong relationships and high-quality classroom practice. Staff recognise that positive behaviour is most effectively secured through these foundations.

At the beginning of the year, each class establishes a small number of clear, positively worded expectations, developed with pupils and linked to the school's shared approach, *The Philly Way*. This supports pupil ownership and ensures that expectations are understood and applied consistently. These expectations are displayed and may be revisited throughout the year to reflect the needs of the class.



Positive behaviour is recognised both within classrooms and across the school. Staff use praise and recognition to reinforce expectations and highlight pupils who demonstrate positive attitudes, effort and respect for others. Whole-school systems, including celebration assemblies and communication with families, are used to acknowledge pupils who act as positive role models. Within classrooms, teachers may use additional recognition systems appropriate to their class, ensuring that these remain fair, purposeful and aligned with the school's values.

Where behaviour falls below expectations, staff respond in line with the school's graduated approach. Pupils are supported to reflect on their actions, understand the impact on others and, where appropriate, repair relationships. This reinforces responsibility and supports pupils in improving their behaviour over time. Staff recognise that behaviour is closely linked to the quality of teaching and the learning environment. Classrooms are organised to promote engagement, accessibility and positive interaction. Learning is carefully planned and appropriately matched to pupils' needs so that pupils remain motivated and successful. Where concerns arise, staff consider whether behaviour may be influenced by factors such as task difficulty, pace, clarity of instruction or pupil engagement.

High expectations are maintained at all times. Pupils are entitled to learn in a calm and purposeful environment, and any behaviour that disrupts learning is addressed promptly and consistently. Serious incidents, including physical aggression, are treated as a significant breach of expectations and are escalated in line with this policy. Parents and carers are informed where appropriate.

Through consistent practice, strong teaching and clear expectations, the school creates an environment in which positive behaviour is expected, supported and sustained.

18. Inclusion and Additional Needs

The school is committed to ensuring that all pupils are supported to succeed within a culture of high expectations, dignity and inclusion. We recognise that some pupils may require additional support to meet behavioural expectations and that behaviour may, at times, reflect underlying need.

In line with the Equality Act 2010, the school adopts a graduated and individualised approach. This includes making reasonable adjustments where appropriate, while maintaining consistently high expectations for all pupils. Consistency does not always mean identical responses; in some cases, equity requires different support in order to secure the same high expectations. Support is tailored to individual need and may involve close collaboration with families, the SENDCo and, where necessary, external agencies.

Where pupils experience ongoing difficulty, targeted strategies are implemented to support improvement. This may include pastoral support plans, individual behaviour plans or additional adult support. The focus is on helping pupils to develop self-regulation, build positive relationships and access learning successfully. Staff recognise that some pupils may be more vulnerable to behaviour challenges or to the impact of sanctions. Leaders therefore monitor behaviour and outcomes carefully, including by pupil group, to ensure that practice remains fair, proportionate and inclusive. Action is taken where patterns or disparities are identified.

Through this approach, the school seeks to remove barriers, support individual needs and ensure that all pupils are able to participate fully in school life.

19. Monitoring and Evaluation

Senior leaders routinely evaluate the implementation and impact of this policy to ensure that expectations are applied consistently and that the school maintains a safe, calm and inclusive environment. Behaviour information is analysed systematically to identify patterns, trends and areas for improvement. This includes consideration of frequency, type and context of incidents, as well as analysis by pupil group, to ensure that outcomes are fair, proportionate and do not disproportionately affect any group of pupils.



Leaders review the effectiveness of support strategies and interventions, ensuring that responses are timely, appropriate and lead to sustained improvement over time. Where concerns or patterns are identified, action is taken promptly to strengthen practice and provide additional support.

The views of pupils, staff and parents are gathered and considered as part of this process. This ensures that the policy remains responsive, reflects the lived experience of the school community and continues to promote positive relationships and behaviour.

Through ongoing monitoring and evaluation, leaders ensure that this policy is implemented with consistency, integrity and a clear focus on inclusion, safeguarding and high expectations for all. Governors are kept informed of behaviour trends and the effectiveness of the school's approach through regular reporting.

20. Partnership with Parents and Carers

The school works in partnership with parents and carers to promote positive behaviour and support pupils to succeed. Clear and timely communication is maintained, particularly where concerns arise, so that issues can be addressed early and effectively.

Parents and carers are involved in supporting their child's behaviour, and the school seeks to work collaboratively to identify strategies that lead to improvement. This may include regular communication, meetings or agreed approaches to support consistency between home and school.

The school is committed to maintaining positive, professional relationships with families, recognising that strong partnerships are key to securing positive outcomes for pupils. Where appropriate, parents and carers are involved in reintegration and support planning following more serious incidents.

Conclusion

This policy reflects our commitment to creating a school community rooted in dignity, respect and high expectations. Through strong relationships, consistent practice and a shared commitment to our values, we enable all pupils to flourish.

All staff are responsible for implementing this policy consistently and with professionalism.