

CATCOTT PRIMARY



RELATIONSHIPS AND BEHAVIOUR POLICY

‘...where learning takes you to greater heights...’

Approved by:

FGB

Date:

May 2026

Next review due by:

March 2028

Vision Statement

'...a place where learning takes you to greater heights...'

Vision

This will be achieved:

1 – in a school community where our Golden Rules and Values make all children feel welcomed, valued, and respected.

2 - with a teaching and learning culture of high expectations for all children and adults, ensuring a strong, broad and balanced curriculum.

3 – by encouraging curious and creative minds, where children are encouraged to succeed and allowed to make mistakes, building upon their individual ambitions.

Values

Curiosity	Creativity	Compassion
We ask questions We explore We look deeper We persevere	We can find another way We don't give up We make mistakes We use our imagination	We listen We comfort We understand We help others

Golden Rules



The Role of Adults

All adults will encourage positive behaviour by:

- Supporting an ethos where children feel safe, secure, and cared for where positive relationships are fundamental
- Responding to parents' concerns and respecting their views and worries
- Modelling positive interactions and healthy relationships
- Providing a rich stimulating, varied and challenging curriculum which fosters high levels of pupil engagement and values learning demonstrated in different ways
- Applying follow up actions and rewards consistently as outlined in this policy
- Giving frequent praise to children for making good choices as an incentive for others to follow
- Using positive language whenever possible and as often as possible
- Ensuring records are made of serious incidents

Senior Leadership Team and SENDCO

- Monitor the consistent application of the Relationship Policy
- Celebrating consistently positive behaviour and instilling a sense of pride in those children who demonstrating positive relationships.
- Supporting staff at all levels in managing behaviour
- Managing the induction of new staff and supply staff to ensure they understand the policy and receive the appropriate support to ensure that it is fully implemented.

School Governors

- To uphold the principles and practices of the Behaviour for Learning Policy on behalf of all children, parents, carers, and staff at our school.

Families

- To work with the school to develop their child's positive behaviour and support the school in applying this policy.
- To ensure school staff are aware of additional needs or personal circumstances that may result in their child displaying behaviours that are not typical of them
- To attend meetings at school, if required, to discuss their child's behaviour
- To address issues to the class teacher in the appropriate manner and trust the matter will be investigated, addressed and appropriate action taken. Families should not approach other children or adults.

Monitoring:

The leadership team will review the effectiveness of this policy on a weekly, termly and annual basis.

Monitoring may include:

- Behaviour audits
- Classroom and playground observations.
- Feedback from individual children, families, and staff

Each month the leadership team will monitor behaviour logs on CPOMS. Where a child has received three incidents, a letter will be sent home to parents. If there are repeat consecutive letters a meeting will be arranged between home and school with the aim of establishing positive support and intervention

Expectations

Golden Rules

This policy has been developed around our 'Golden Rules' which are displayed prominently around school and in all classrooms. The golden rules are discussed regularly in assembly and PSHE sessions.

These expectations are for the whole school community of adults and children. It is important for us that the expectations we have of behaviour does not just happen within the classroom, but also around our school and further afield.

This includes when a pupil is:

- Taking part in any school organised or related activity
- Travelling to or from school, including school transport
- Wearing school uniform
- Involved in incidences of cyber bullying or misuse of social media.



Positive Behaviour and Rewards

Verbal Praise Daily	Regular and instant praise will be used to celebrate and encourage the behaviour we wish to promote. Praise will be given both to outcomes and to effort.
Dojo Points Daily	House points are used throughout the school, the winning house will receive a reward at the end of each term. We will use ClassDojo to show these points, this way they are visual for children and parents are informed of each point.
Celebration Certificate	Each week a maximum of two children from every class will be awarded a Celebration Certificate linked to our School Values or expectations. Certificates will be presented to the children in Celebration Assembly each Friday.
Praise Postcards Half termly	Staff will regularly send Praise Postcard, these can be used for a wide variety of purposes both academic and pastoral.
Dojo Certificates Half termly	Certificates will be awarded by class teachers at the end of every half term for children who have achieved: 25, 50, 100, 150 Dojo points

Graduated Response

We fundamentally believe that every child is entitled to disruption free lessons.

Adults will use their professional judgements and knowledge of the children to deliver a graduated response. As with rewards, consequences apply to all parts of the school day with all adults involved in teaching or supervising them.

At all stages of this response adult intervention and discussion will result in the following outcomes:

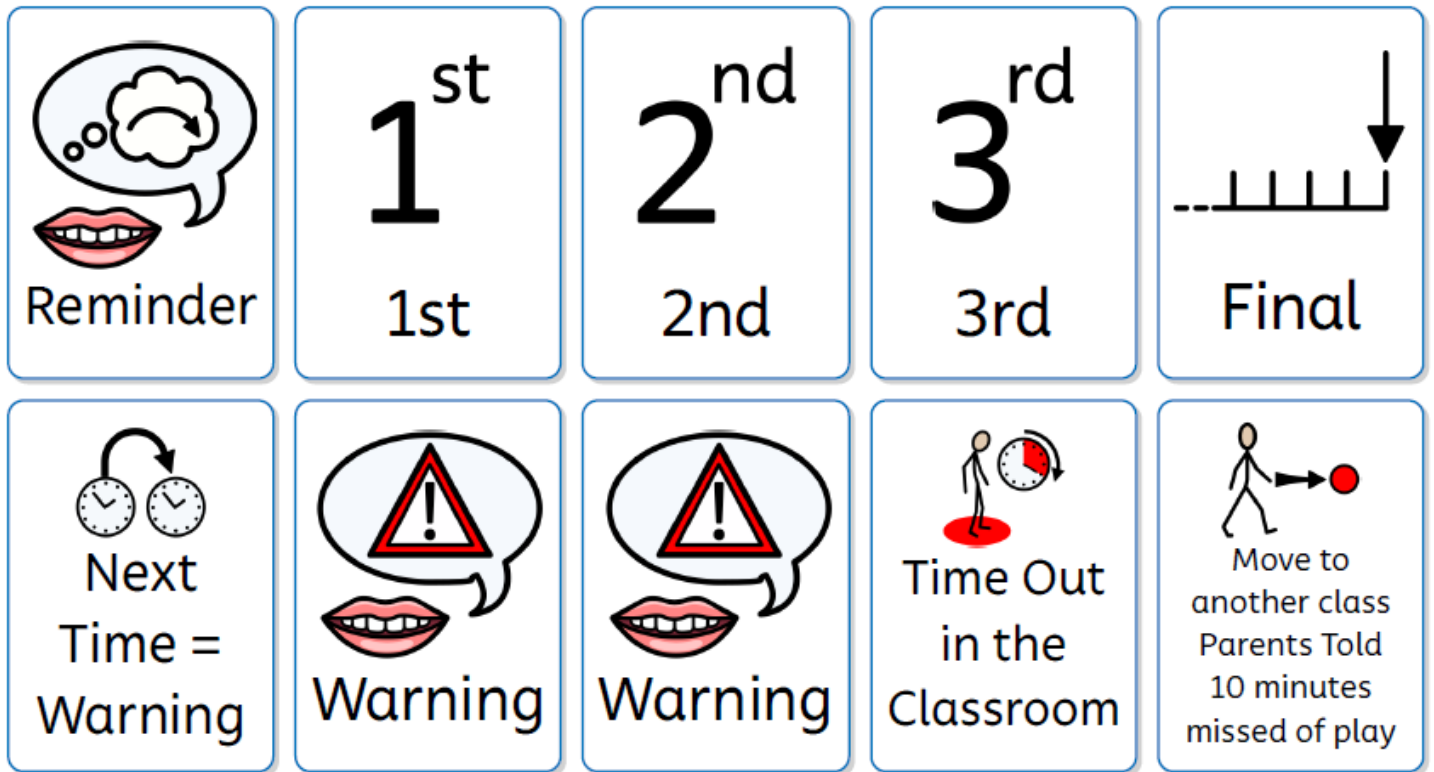
- Understanding of what was wrong with their actions
- Understanding the feelings of others
- Feeling sorry/remorse
- Problem solving to put it right
- Learning for the future

1	Low level disruption to learning: - Praise nearby children who are showing appropriate behaviour. - If disruptive behaviour continues, a first warning is given and the child is reminded of expectations. - If disruptive behaviour continues the child is given a second warning and reminded of the expectations.
2	Continued disruption to learning: - The child will move to a 'time out' area for reflection and to complete their work. - A Dojo message will be sent home to inform families. - If the behaviour continues they will be escorted to a neighbouring classroom and the child will miss 10 minutes of the following break/lunchtime. - Behaviour is recorded on CPOMS.
3	Some behaviours may be more serious and involve senior members of staff. - The child will be escorted to SLT, or the behaviour lead, and parents will be contacted. - Behaviour is recorded on CPOMS - Further action (including suspension) may be required. Examples of this behaviour include: - Defiance - Use of inappropriate language - Damaging school or others property - Physical or verbal assault of staff or pupils - Fighting - Leaving the school grounds without permission - Behaviour which leads to an accident or health and safety issue.

A restorative conversation will follow any consequence in stage 2 or 3 of the response.

In the Early Years Foundation Stage (EYFS), children are still developing their understanding of emotions, behaviour, and relationships. As such, responses to behaviour may be adapted at the teacher's

discretion to reflect each child's stage of development and individual needs. Staff will use supportive, nurturing, and developmentally appropriate approaches to help children learn positive behaviours, rather than applying the same expectations used for older pupils.



Graduated Approach to Reasonable Adjustments

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in schools Advice (2022).

Catcott Primary School is a fully inclusive school. We recognise that in some cases it is vital to adjust policies and practice to ensure that students are not discriminated against and have the best possible chance to succeed in school. We recognise that there is not one singular approach for every student so regularly review strategies and adjustments that are in place. We use the 'Assess, Plan, Do, Review' model from SEND descriptors to structure our approach.

Following Stage 3 of the Graduated response, **or repeated stage 2 behaviour**, a meeting will be held with families and the child to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further intervention being put in place. The SENCO, Class teacher and Headteacher may be in attendance.

If adjustments and specific learning strategies are agreed, the SENDCo and Class teacher will create a specific Pupil Passport for the student. This document communicates to all adults the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below).

Examples of specific supportive learning strategies	Examples of adjustments to the Behaviour Policy
Chunked tasks	Private notification of warnings
Movement breaks	Pre warnings given
Seating plan adjustments	Restorative discussion to take place immediately rather than after a consequence.
Short and repeated instructions	Quiet spaces to work in offered
Daily check in	Individual reward charts
Visual timetable support	
Fiddle toys	
Access to sensory area	

For most children, effective universal support, a positive behaviour culture with consistent expectations and routines is sufficient in improving behaviour. However, for those who display repeated, challenging behaviours, understanding reasons is fundamental to improving behaviour and this is in line with guidance from the Department for Education and the Education Endowment Foundation.

For children displaying repeated, challenging behaviours, we will carry out further behaviour analysis using a STARR analysis. A STARR analysis is a helpful way of analysing what happens before, during and after an episode of behaviour, and is aimed at developing greater understanding of why behaviour occurs.

STARR stands for: Setting, Trigger, Action, Result, Reason

Setting

This is something critical but often underestimated. These are the contexts in which behaviour takes place, including the physical location, features of the sensory and social environment, the time of day and any contextual information that may be relevant.

Trigger

These are the signals or stimuli that 'set off' a specific action, occurring before the episode of behaviour. Often these triggers can be immediately before the behaviour and sometimes the length of time between a trigger and action is longer. Triggers can also be cumulative so the final 'trigger' might well have built upon others. Common triggers can be things the child hears, sees or experiences.

Action

Action is the behaviour that actually happens – recording this needs to be precise and specific.

Result

Result refers to the observable responses to the behaviour, for example how others responded, the difference it made to the situation and what happened as a direct result of the action.

Reason

This is a vital part of the tool but is commonly understood. Reason refers to the interpretation of the behaviour and what the function of it is, it helps us understand what the child might be communicating through their behaviour.

We will work with families and external agencies to put a Pastoral Support Plan in place.

The Somerset Pastoral Support Plan (PSP) provides a framework and template for responding to children and young people who present with challenging behaviour in education settings. It is a trauma-informed approach that draws on functional analysis and promotes a holistic perspective to inform evidence-based solutions.

The **PSP** should be used as part of the ladder of response where there are presenting challenging behaviours that put a child or young person at risk of suspension or exclusion. The support plan is appropriate for those who have been identified as having special educational needs and/or a disability (SEND) and also appropriate for those who have not been identified as having SEND. The **PSP** provides a framework for analysing the factors that might be influencing behaviours so that the approaches used can be based on this assessment.

Bullying

At Catcott Primary our definition of bullying is:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online. Examples of bullying may involve:

- physical assault
- teasing and banter
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks, and instant messenger)

If staff are alerted to bullying taking place either by seeing signs within an individual or by being told by an individual, group or parent, the following course of action takes place:

Class teacher

1 Listen	The class teacher talks to both parties separately, listening to both sides of the story. This should be done at a convenient time but as quickly as possible after being made aware of it
2 Record	Notes of what each party says should be saved on CPOMS with the bullying category, as these may be requested at a later stage.
3 Act	Make sure all adults working with the children concerned are aware of the allegation.
4 Inform	Update parents on the investigation process

If allegations are found to be correct, the headteacher becomes involved in the process.

1	The Headteacher, along with the class teacher, will arrange a meeting with the families and class teacher involved to put a plan in place.
2	Contact any external agencies who may be able to support both parties.

If the allegations are found to be unfounded then the class teacher will:

1	Investigate further why the allegations were made as the child may have other problems or concerns which need to be sorted out.
2	Inform the Headteacher of the incident so that she/he is aware of it too.

In both instances (where an allegation is proven founded or unfounded) a trusted adult, within the classroom, will set aside some time for children to rebuild relationships. They will also lead a PSHE lesson focusing on bullying.

Linked Policies and Documents

- [Anti-Bullying Policy](#)
- [Complaints Policy](#)
- [Safeguarding and Child Protection Policy \(September 2022\)](#)
- [Children Looked After \(CLA\) Policy](#)
- [Special Educational Needs and Disabilities Policy \(September 2022\)](#)
- [DfE advice for use of reasonable force 2013](#)
- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#)
- [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#)
- [Behaviour in schools guidance \(publishing.service.gov.uk\)](#)
- [SEND Local offer](#)
- [Positive Handling Policy](#)
- [Code of conduct for employees and volunteers](#)
- [Acceptable Use Policy](#)

Appendix

Behaviour Management at Lunchtime

To ensure consistency and maintain a safe, positive environment during lunchtime, staff should follow the staged approach outlined below. Expectations for behaviour remain the same as during lesson time, with an emphasis on respect, safety, and cooperation.

1	Low-Level Disruption - Praise nearby children who are demonstrating appropriate behaviour. - If disruptive behaviour continues, give a first warning and remind the child of expectations. - If behaviour persists, give a second warning and reinforce expectations clearly.
2	Continued Disruption - The child will be directed to stay with the adult on duty for 10 minutes of reflection. - If the behaviour continues, the child will be escorted to a different zone, and will miss 10 minutes of the following break or lunchtime. - The behaviour must be recorded on CPOMS. - Class teacher informed and a Dojo message will be sent home to inform families.
3	Serious Behaviour Some behaviours require immediate escalation and involvement of senior staff: - The child will be escorted to a member of SLT on duty. Parents/carers will be contacted, and further action may be considered. - The incident must be recorded on CPOMS. Examples of Serious Behaviour - Defiance - Use of inappropriate language - Damaging school property or that of others - Physical or verbal assault towards staff or pupils - Fighting - Leaving the school grounds without permission - Behaviour that results in an accident or poses a health and safety risk

Additional Guidance

- Staff should remain calm, consistent, and fair at all times.
- Clear communication between lunchtime supervisors and teaching staff is essential to ensure follow-up actions are carried out.
- Positive behaviour should be recognised and encouraged throughout lunchtime.