



ST WULSTAN'S
CATHOLIC PRIMARY
SCHOOL

Behaviour and Relationship Policy

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Post Holder Responsible for Review:	Mrs Emma Brocklesby



Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Behaviour Policy has been approved and adopted by St Wulstan's Catholic Primary School on 24.10.2025 and will be reviewed on 24th October 2026

Signed by the Chair of the Local Governing Body for St Wulstan's Catholic Primary School:

Mrs Helen Black

Helen Black

Signed by the Executive Principal for St Wulstan's Catholic Primary School:

Mrs Emma Brocklesby

Emma Brocklesby

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DEFINITIONS

The Company's standard set of definitions is contained at Definition of Terms – please refer to this for the latest definitions.

1. Safeguarding

At Saint Wulstan's Catholic Primary School we play a crucial role in preventative education. Preventative education is a whole school approach to behaviour that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. The curriculum is inclusive and developed to be age and stage of development appropriate in line with Keeping Children Safe in Education 2025.

2. GDPR and Data Protection

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.

3. Aims and Objectives

It is a primary aim of our school that every member of St Wulstan's community feels valued and respected and that each person is treated fairly and well. We are a caring and positive community whose values are built on mutual trust and respect for all.

The school's Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

At St Wulstan's, we expect everyone to respect one another. We treat all children fairly and apply this Behaviour Policy in a consistent way. Also following the practices of Trauma Informed Schools, we support all children and recognise the needs behind the displayed behaviours.

We have a number of rules, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. This policy supports us in aiming to allow everyone to work together in an effective and considerate way.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent.

We reward good behaviour as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

4. Trauma Informed Schools (TIS)

As a Trauma informed school, we are aware of children's ACES that have an impact on their behaviour and learning. We follow Panksepp's effective neuroscience theory, and all staff have had training on using PACE to support children when regulating their emotions.

'all challenging behaviour is seen as a form of communication where there may be unmet need that requires support, understanding or empathy'

TIS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes, which become interruptions to some children's development. The TIS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions.

With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

The Role of a Trauma Informed Behaviour and Relationships Policy

Our Trauma Informed Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to promote positive behaviour, living out this approach by reflecting on ten key aspects of school practice:

- A consistent trauma-informed approach to behaviour management
- Strong and dynamic school leadership

- Effective classroom management
- Consistent rewards and consequences
- Clearly evident use of trauma informed strategies within teaching and consistent modelling of good behaviour
- Continuous staff development, training and support, with staff wellbeing always considered.
- Clear and effective pupil support systems
- Regular liaison with parents/carers and other agencies
- Dynamic, effective and relevant planning and managing of pupil transition
- 10. Ongoing evaluation of organisation, resources and environment to ensure the most effective outcomes for all.

Trauma Informed Educational Practices

St Ambrose Catholic Primary School has invested in supporting the very best possible relational health between:

Parent and child
Child and child
Child and school staff
Parent and school staff

School staff
School Staff and Senior Leads
School staff and external agencies.

5. PACE Protect, Relate, Regulate and Reflect.

To this end St Ambrose Catholic Primary School is committed to educational practices, which Protect, Relate, Regulate and Reflect.

Protect

- All teachers to use increased 'safety cues' in all aspects of the school day through the use of meet and greet by members of SLT at the school gate also teachers and TA's at the classroom door. If children are late then they are greeted by the teacher or TA when they arrive.
- School staff to be trained in the PACE modes of interaction (Hughes 2015): being warm, empathetic, playful and curious.
- School staff are to ensure that interactions with children are to be socially engaging and not socially defensive.

- There is a whole school commitment to use calm, emotionally regulated voices when using 'witness' questioning to investigate incidents regarding pupils.
- School staff will 'interactively repair;' the occasions when they themselves move into defensiveness.
- To use 'I wish my teacher knew' boxes to enable children to feeling safe enough to talk about, if they wish, painful life experiences, which are interfering with their ability to learn and quality of life.
- All vulnerable children have easy access to at least one named emotionally available adult.
- School staff need to adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non- judgemental way from situations they are not managing well in. This maybe children who keep 'triggering' into alarm states in the main playground given access to a separate calmer, smaller playground.
- Provision for children of a clear, confidential and non-shaming system of self- referral for help/talk time.
- The nurturing and supporting of all school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagements.

Relate

- All school staff to be trained in emotional coaching and in relating to children in terms of the four key relational needed for secure attachment, affect attachment, empathy, soothing and containment.
- There will be a whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger and self-blame.
- There will be relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the change from 'blocked trust' (not feeling psychologically safe with anyone) to trust and from self-help to seeking help.

Regulate

- The implementation of interventions designed to bring down stress hormone levels (eg toxic to tolerable) in vulnerable children to allow them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and later in life.
- Evidence based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally enriched regulating and playful, enriched adult- child interactions.

- The emotional well-being and regulating of staff is treated as a high priority to prevent burn-out, stress-related absence or leaving the profession through stress-related illness, secondary trauma and feeling undervalued, blamed or shamed.
- School provides designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

Reflect

- Staff have been trained and are becoming more developed in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions and giving lectures, WINE questioning)

- **WINE Questioning Definition...**

Wondering how the child is, what they are feeling, what they are thinking
 Trying to **Imagine** what the child is going through
 Showing that you are **Noticing** certain behaviours in a non-confrontational way
 Once again being **Empathetic** to what the child has or is experiencing.

- Provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.
- Within the context of having an established and trusted relationship with a member of staff, children are to be provided with the means to symbolise painful life experiences through images rather than solely through words, should they wish to do so, as a key part of 'working through' and memory re-consolidation. To this end, there is the provision of different modes of expression for children e. art/play/drama/music/sand-play/emotion worksheets.
- PHSE will be informed by current research (psychological and neuroscience) on mental health, mental ill-health, relationship health, family, parenting, intimate relationships and tools for how to do life well. The curriculum content will enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.

6. Rewards and Sanctions

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children
- Teachers give children house points
- We distribute certificates and stickers to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- We acknowledge all the efforts and achievements of children, both in and out of school.
- The class teacher discusses the rules and expectations with their class at the beginning of the school year. These are mutually agreed on and displayed in each classroom. Every child in the school knows the standard of behaviour expected.

The school employs a number of sanctions to enforce the school expectations of behaviour and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reinforces expectations. If a child misbehaves repeatedly, they are located in another area of the classroom until they are able to work appropriately.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and an appropriate sanction is applied. All those involved may be asked to record their involvement. If appropriate the incident is reported to the Head of School.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation. This will be with a view to improving the behaviour of the child.

Such behaviour includes:

- **PHYSICAL:** being hit, kicked, pinched, spat at or threatened, deliberately destroying another child's property or taking someone's property deliberately, forcing someone to do something they do not want to do.
- **VERBAL:** being called names, teasing or sending nasty notes, spreading rumours and malicious gossip about someone.
- **EMOTIONAL:** making a fool of someone, repeatedly excluding a child by not talking to them or not letting them join in, tormenting.
- **CYBERBULLYING:** using a mobile phone or the internet, chat rooms, social networking sites, instant messaging or e-mail.
- **PREJUDICE-BASED AND DISCRIMINATORY BULLYING:** Prejudice-based bullying is bullying behaviour motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. Bullying can be using taunts, gestures or graffiti or victimising those who have special needs or disabilities. We understand St Wulstan's school plays a crucial role in preventative education in the context of a whole-school approach to preparing our pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

7. Bullying

At St Wulstan's, we do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend without fear.

8. Physical Restraint

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils.

Teachers do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

The actions that we take are in line with Government Guidelines on the restraint of children. Staff have received Positive Handling training and appropriate refresher training.

Records of any restraint incidents are recorded in the Bound and Numbered Book.

9. Confiscation

Any prohibited items (knives or weapons alcohol illegal drugs stolen items tobacco and cigarette papers or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. <https://www.gov.uk/government/publications/searching-screening-and-confiscation> July 2022

10. Roles and Responsibilities

Class Teacher	<ul style="list-style-type: none"> • It is the responsibility of class teachers to ensure that rules and expectations are adhered to in their classes and that their classes behave in a responsible manner during lesson time. • Embrace the Trauma Informed approach to support individuals • Be ready to be the 'Emotionally Available Adult' • The class teachers have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability. Each child is treated fairly. • All members of staff treat all children with respect and understanding in line with the Gospel Values. • If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher reports to the Assistant Principal or, the Head of School. All behaviour incidents are recorded on the school management system, Arbor. • The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class
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	<p>teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.</p>
<p>Head of School and Executive Principal</p>	<ul style="list-style-type: none"> • It is the responsibility of the Head of School and the Executive Principal to implement the Behaviour Policy consistently throughout the School and to report to the Local Governing Body when requested, on the effectiveness of the policy. • It is also the responsibility of the Head of School and the Executive Principal to ensure the health, safety and welfare of all children in the School. • Embrace the Trauma Informed approach to support individuals • Be ready to be the 'Emotionally Available Adult' and support others through supervision • The Head of School and Executive Principal supports the staff by implementing the Policy, by setting the standards of behaviour and by supporting staff in their implementation of the Policy. • The Executive Principal has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Principal may permanently exclude a child. These actions are taken only after the Local Governing Body have been notified.
<p>Parents</p>	<ul style="list-style-type: none"> • The School collaborates actively with parents so that children receive consistent messages about how to behave. • We expect parents to support their child's learning and to cooperate with us as set out in the Home–School Agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour. • If we have to use reasonable sanctions as a result of a child's behaviour, we expect parents to support our action. If parents have any concerns about the way that their child has been treated, they should initially contact the child's Class Teacher. If the concern remains, they should contact the Principal. • If these discussions cannot resolve the problem a parent has the right to contact the Chair of Governors and a formal grievance or appeal process can be implemented.
<p>Local Governing Body</p>	<ul style="list-style-type: none"> • The Local Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Local Governing Body supports the Executive Principal in adhering to these guidelines. • The Head of School and the Executive Principal has the day-to-day authority to implement the School's Policy on Behaviour but the Local Governing Body may give advice about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

11. Fixed Term and Permanent Exclusions

We do not wish to exclude any child from School but sometimes this may be necessary.

Only the Executive Principal has the power to exclude a child from school. If an exclusion is deemed necessary the Executive Principal would seek advice and consult with the School's Local Governing Body before taking action.

All suspensions and permanent exclusion processes follow the Department for Education's (DfE) statutory guidance on suspensions and permanent exclusions. (August 2024)

The Executive Principal may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Executive Principal may exclude a child permanently. It is also possible for the Executive Principal to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Principal excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Executive Principal makes it clear to the parents that they can, if they wish, appeal against the decision to the Local Governing Body.

The School informs the parents how to make any such appeal. The Executive Principal informs the Local Authority(LA) the Board of Directors and Local Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

When an Appeals' Panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the Appeals' Panel decides that a child should be reinstated, the Executive Principal must comply with this ruling.

During any period of exclusion the DSL ensures daily welfare telephone contact is made with the excluded child's parents or carers. First call will be made in line with absence procedures before 9.30am .If telephone contact is unsuccessful a home visit will be made by the DSL or DDSL. Contact records must be maintained.

12. Monitoring and Review

The Executive Principal and Head of School monitor the effectiveness of this policy on a regular basis.

The School keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Executive Principal and Head of School record those incidents in which a child is sent to them on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give oral feedback to class teachers at an appropriate time.

The Executive Principal keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Local Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The Local Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the School abides by the nonstatutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.

The Local Governing Body will review this Policy every year. The Local Governing Body, however, review it earlier than this if the Government introduces new regulations, or if the Local Governing Body receives recommendations on how the Policy might be improved.

13. The Catholic Curriculum

The development of a Catholic Curriculum all staff have the knowledge and understanding of the Catholic Social Teaching themes. Staff ensure that through the whole curriculum there are opportunities for the pupils to develop their own knowledge and understanding of the key principles of the Catholic Social Teaching themes. Pupils are also encouraged to use this gained understanding to make, age appropriate links to their everyday lives and the world around them influencing how they choose to behave.

The Catholic School Pupil Profile is also linked to the Catholic Curriculum and the appropriate virtues are chosen and celebrated through the behaviour. We aim to emphasise the following positive qualities through our Catholic Values, which are lived out in all areas of school life.

Grateful & Generous

Attentive & Discerning

Compassionate & Loving

Faith-filled & Hopeful

Eloquent & Truthful

Learned & Wise

Curious & Active

Intentional & Prophetic