



Relational Policy

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Our Mission

Our children are all unique, beautiful **individuals** but together we are a **masterpiece**, brothers and sisters in **Christ**.

As witnesses of Christ, working together as a **Team**, we strive to promote the **Gospel Values** and Teachings of Jesus by providing a **caring, stimulating environment**, with **nurture, trust, love** and **tolerance** through our spirituality, learning and play. By making connections with Jesus, we promote **high ambitions** and **confidence** to achieve our goals.

1. PURPOSE AND CONTEXT

This Relational Policy sets out the culture, principles, systems and statutory processes through which the school promotes high standards of behaviour, inclusion, attendance and safety. It articulates not only *what* we expect, but *why* we expect it, and *how* we ensure those expectations are met in ways that are lawful, fair and developmentally informed.

Behaviour in school is not an isolated operational issue; it is central to safeguarding, learning, wellbeing and equity. A calm, safe, nurturing and predictable environment is the foundation upon which academic progress, personal development and community belonging are built. This framework, therefore, establishes a whole-school approach that integrates relational practice with statutory compliance.

This document reflects and complies with:

- Behaviour in Schools: Advice for Headteachers and School Staff ([DfE, 2024](#))
- Suspension and Permanent Exclusion Guidance ([DfE, 2024](#))
- Equality Act [2010](#)
- SEND Code of Practice ([2024](#))
- Use of Reasonable Force Advice for Schools ([2025](#))
- Keeping Children Safe in Education ([DfE, 2025](#))
- Education Inspection Framework ([Ofsted, November 2025](#))

It also reflects current research in child development, attachment, neuroscience and trauma-informed practice.



1.1 Scope of the Policy

This policy applies to all members of the school community which includes: all pupils on roll, all staff, governors and trustees, visitors and external professionals working on site as well as parents, carers and the wider family of each child.

The expectations outlined here apply to all aspects of school life including on educational visits and trips, during extra-curricular activities. Behaviour beyond the school gate will be addressed where it undermines the safety, wellbeing or orderly running of the school community, in line with statutory guidance.

1.2 The School's Duty

The school has a legal and moral duty to:

- Provide a safe environment in which pupils can learn.
- Protect pupils and staff from harm.
- Maintain high expectations of conduct.
- Use sanctions lawfully, reasonably and proportionately.
- Make reasonable adjustments for pupils as required.
- Safeguard children at all times.
- Promote good attendance and address persistent absence.

This policy ensures those duties are met without resorting to humiliation, fear or coercion. It makes explicit that high standards and relational practice are not contradictory, they are interdependent.

1.3 Our Position on Behaviour

We recognise that behaviour is influenced by multiple interconnected factors, including developmental stage, neurodiversity and SEND, attachment history, trauma or adversity, mental health and wellbeing, family context, peer dynamics, environmental triggers and vulnerable transition points within the school day. Understanding these influences enables us to respond proportionately and effectively while maintaining clear expectations and accountability. Understanding these influences does not remove accountability. Instead, it enables more effective, proportionate and preventative responses.

We are clear:

- Children are responsible for their behaviour.
- Adults are responsible for how they respond to it.
- Leaders are responsible for the systems that shape it.



1.4 High Expectations with High Support

High expectations mean that disruption is not tolerated, violence, discrimination and unsafe behaviour are actively challenged, learning time is protected, attendance is prioritised and mutual respect remains non-negotiable. High support means that behaviour is explicitly taught rather than assumed, regulation is supported before reflection is required, patterns are analysed rather than simply punished, reasonable adjustments are made where appropriate, repair is prioritised and fresh starts are genuine. This balance ensures that pupils experience clarity, fairness and consistency while also receiving the support they need to succeed.

1.5 Relationship to Safeguarding

Behaviour and safeguarding are inseparable. Changes in behaviour may indicate unmet need, mental health difficulty, distress, or potential harm and exploitation. All staff understand that significant or sustained behavioural change requires safeguarding consideration. Concerns are recorded and escalated promptly in line with the school's safeguarding policy, and decisions about consequences are never made in isolation from safeguarding awareness.

1.6 Relationship to Attendance

Attendance is both a behaviour and a safeguarding matter. Persistent absence may indicate anxiety or emotionally based school avoidance, unmet SEND needs, bullying, family stress or instability, mental health difficulties, or wider safeguarding concerns. This framework aligns with the school's attendance policy to ensure early identification, relational support and proportionate escalation where required, so that absence is addressed with both rigour and care.

1.7 Review and Accountability

This framework is reviewed annually, or sooner if:

- Statutory guidance changes
- Inspection feedback requires refinement
- Behaviour data indicates emerging concerns
- Governors request review

Impact is evaluated through a comprehensive review of behaviour incident data, suspension and exclusion patterns, attendance trends, pupil voice, staff feedback, parent perspectives, safeguarding data and detailed analysis of disproportionality across groups, ensuring that both effectiveness and fairness are continuously monitored and strengthened.



1.8 Behaviour Beyond the School Gate

Our school's expectations for behaviour apply not only on school premises but also beyond the school gate. This includes behaviour during school-related activities, educational visits, and extracurricular activities. Furthermore, the school reserves the right to address behaviour that occurs on the way to and from school, while wearing school uniform in public, or any online conduct that negatively impacts the safety, wellbeing, or the orderly running of our school community. In these instances, we apply our behavioural principles and consequences to uphold our community standards and address contextual safeguarding concerns, ensuring that our relational approach to accountability extends to the wider environments in which our pupils move.

1.9 Mobile Phone Policy

To protect the focus on learning, safeguard pupils from online harm, and prevent status-driven social conflict, our school is "mobile phone free by default". Pupils are expected to keep mobile phones switched off and are handed to class staff on arrival to school. Pupils are prohibited from using mobile phones anywhere on school premises, including before and after school. Non-compliance with the phone-free policy is treated as a routine expectation failure, addressed through re-teaching and the logical consequence of the device being confiscated until the end of the school day, at which point it is returned to the parent/carer.



2. RELATIONAL PHILOSOPHY

This school adopts a relational philosophy of behaviour. This means we understand behaviour not simply as rule compliance, but as something shaped by relationships, development, safety, context and experience.

Relational practice is not a soft alternative to discipline. It is a structured, research-informed and principled approach that strengthens high expectations by ensuring they are delivered in ways that children can internalise and sustain.

At its core, relational practice recognises three fundamental truths:

1. Children learn behaviour over time.
2. Emotional safety underpins self-regulation.
3. Adults are the most powerful variable in the room.

2.1 Communication

We understand that all behaviour communicates something and may sometimes stem from previous experiences or be a trauma response to an underlying, unresolved experience.

Behaviour may communicate a range of underlying needs or experiences, including a desire for connection, a stress response, a gap in skills, emotional overwhelm, a misunderstanding of expectations, a reaction to perceived injustice, a developmental delay or a learned survival strategy. Recognising this allows us to respond with curiosity and proportion while maintaining clear accountability.

Understanding behaviour as communication does not mean excusing harmful behaviour. It means responding effectively rather than reactively.

We hold pupils accountable for their actions. We also ask:

- What is this behaviour communicating?
- What skill is missing?
- What need is unmet?
- What adjustment might support success next time?

2.2 Neuroscience and Regulation

Modern neuroscience has deepened our understanding of behaviour by showing that when a child feels calm and safe, the prefrontal cortex responsible for reasoning, empathy, impulse control and moral judgement is accessible. In this regulated state, children can reflect, consider consequences, solve problems, repair harm and engage fully in learning. However, when a child perceives threat,



shame or overwhelm, the brain shifts into a survival response (fight, flight, freeze or flop). In this state, logical reasoning diminishes, language processing may decline, impulse control reduces, emotional intensity increases and learning is compromised. In survival mode, children cannot simply “make a better choice.” Relational practice therefore prioritises regulation before reflection. Adults understand that a dysregulated adult cannot regulate a child, that fuels escalation .

2.3 Co-Regulation: The Adult Role

Co-regulation is the process through which a calm adult nervous system supports a dysregulated child to return to emotional balance. It is communicated not through lectures, but through presence: a steady, low and measured tone of voice; a neutral and warm facial expression; non-confrontational body posture; respectful and appropriate proximity; predictable, minimal language; reduced verbal input; emotional containment; and, where necessary, a temporary reduction in demands.

Adults are the regulators in the room. Staff are therefore expected to pause before responding, avoid raised voices, sarcasm and public humiliation, refrain from lengthy instructions during escalation, resist power struggles, “lose their ego” in moments of challenge and use “change of face” appropriately to prevent escalation. This approach is not about weakness; it reflects professionalism, self-control and emotionally intelligent leadership.

2.4 Boundaries and Safety

Relational practice is not permissive. Children need boundaries in order to feel safe; clear expectations create predictability, predictability creates safety, and safety creates the capacity to learn. We are explicit that violence, discrimination, persistent disruption and unsafe behaviour are not tolerated and are challenged immediately. Boundaries are clear, consistent, proportionate and calmly enforced, and they are followed by structured repair. High expectations are essential for equity: children from all backgrounds deserve environments that are orderly, calm, aspirational and uncompromising in their commitment to safety and learning.

2.5 Repair After Rupture

All relationships experience rupture. What defines a healthy system is not the absence of conflict, but the presence of repair. Repair is therefore non-negotiable and must be understood and upheld by every member of the school community. When harm occurs, its impact is acknowledged, responsibility is taken, damage is repaired wherever possible, learning is clarified and the relationship is restored. Repair conversations are calm, structured and conducted privately where appropriate; they focus on accountability and growth rather than blame, and are free from humiliation. Once repair is complete, a genuine fresh start is given. We do



not hold historical behaviour over pupils in ways that restrict opportunity, dignity or future progress.

2.6 Equity, Inclusion and Development

We recognise that children do not all begin from the same starting point and actively minimise the effect of stereotypes and bias.

Developmental differences, SEND, neurodiversity, trauma and lived experience influence behaviour and regulation capacity and may make these children more vulnerable.

Equity means:

- Maintaining high expectations.
- Providing differentiated support.
- Making reasonable adjustments where required.
- Avoiding discriminatory practice.
- Monitoring disproportionality.
- Intervening early.

Equity does not mean lowering standards. It means scaffolding success.



3. PSYCHOLOGICAL SAFETY AND BELONGING

Psychological safety is the foundation of behaviour, learning and wellbeing. It is not an abstract idea, but something experienced in everyday interactions, in the tone adults use, in the climate of classrooms and in the predictability of routines. In this school, psychological safety means that pupils and staff experience the environment as calm, predictable, fair, respectful, inclusive and emotionally secure. It does not mean the absence of boundaries; rather, it is created through boundaries that are consistent, proportionate and delivered relationally, ensuring that safety and dignity are protected alongside high expectations.

3.1 What Psychological Safety Means for Pupils

For pupils, psychological safety means that they know what is expected of them and understand clearly what will happen if expectations are not met. It means they trust adults to be fair and consistent, and that when they make mistakes, they are not humiliated or shamed. They know that harm can be repaired and that they can move forward without being defined by past behaviour. Psychological safety also means that they are protected from bullying, discrimination and harm, and that when they express concerns, they are listened to and taken seriously.

A psychologically safe pupil does not fear arbitrary punishment or unpredictable adult responses. They understand that consequences are proportionate and grounded in clear systems, and that relationships can be restored following conflict. We are explicit that public shaming is not used, sarcasm is not employed as a discipline tool, humiliation has no place in behaviour management and adults do not discuss pupil behaviour inappropriately in front of others. Children learn most effectively when their nervous systems are calm. Psychological safety is therefore not a peripheral wellbeing concept; it is central to cognitive availability, emotional regulation and academic success.

3.2 What Psychological Safety Means for Staff

Psychological safety extends to adults as well as pupils. A staff team that feels blamed, unsupported or fearful will struggle to regulate pupils effectively and to model calm authority. Leaders therefore commit to fostering an adult culture rooted in professional respect, constructive feedback and access to support following challenging incidents. Supervision and reflective dialogue are available, responsibility is shared rather than individualised, and systems are clear so that ambiguity does not create unnecessary stress.

Staff are encouraged to seek support early. The use of “change of face” is not interpreted as failure but recognised as sound professional judgement. Debrief following significant incidents is structured and purposeful, with leaders focusing on understanding what happened, considering the impact, identifying what support



is required and determining what can be strengthened systemically. Blame-based responses are avoided. This approach builds collective efficacy, emotional containment and resilience across the organisation.

3.3 Culture Is Built Through Consistency

Culture is not created through slogans or displays; it is built through repetition and consistency over time. Psychological safety relies upon consistent adult language, reliable routines, predictable responses, shared expectations and clear communication. Inconsistent adult reactions increase anxiety and heighten perceptions of injustice. Consistency does not mean identical treatment in every circumstance; rather, it means that core principles are applied predictably and fairly, with professional judgement exercised transparently.

To maintain this consistency, staff receive induction in relational practice, language is shared and modelled, expectations are visible and explicitly taught, leaders model relational responses in daily practice and policy is revisited regularly. Through this repetition, culture becomes embedded rather than imposed.

3.4 Belonging as a Protective Factor

Belonging is a powerful protective factor in promoting positive behaviour and emotional wellbeing. Pupils who feel that they belong within their school community are more likely to engage in learning, seek help appropriately, accept correction, repair harm, attend consistently and internalise school values. Belonging is communicated through warm meet-and-greet routines, visible adult presence during transitions, staff knowing pupils by name and recognising their strengths, fair and consistent treatment, high expectations for all and recognition of effort and improvement.

We explicitly communicate to pupils that they belong here. Belonging does not remove accountability; rather, it strengthens it. When children feel part of a community, they are more inclined to act in ways that protect and contribute positively to that community.

3.5 Transitions and Vulnerable Moments

Psychological safety is often most fragile during transitions. Arrival, home time, break, lunch, movement between lessons and post-incident re-entry represent vulnerable points in the school day. These moments are planned intentionally and not left to chance. The school ensures adequate adult presence, clear movement routines, predictable entry and exit procedures, structured support following time out and reintegration conversations after absence or suspension.



By designing transitions deliberately, the school reduces stress, prevents escalation and maintains a consistent sense of order and safety throughout the day.

3.6 Fairness and Perceived Justice

Children are highly sensitive to perceived injustice. Psychological safety therefore requires clear explanations of decisions, proportionate consequences, transparent systems and meaningful opportunities for pupil voice. Leaders monitor patterns for disproportionality and address them proactively. Where reasonable adjustments are required for pupils, these are implemented thoughtfully and explained appropriately so that fairness remains visible and understood.

Equity is framed positively: fairness means that everyone receives what they need in order to succeed while maintaining shared standards and expectations.

3.7 Safeguarding and Psychological Safety

Psychological safety strengthens safeguarding. Children who feel safe are more likely to disclose concerns, report bullying or discrimination, speak about abuse and ask for help when needed. A relational culture increases the likelihood that safeguarding information is shared early and appropriately. Behaviour that signals distress is explored with safeguarding awareness, and sudden or significant changes in behaviour are considered carefully in line with safeguarding procedures.

Sanctions are never applied in ways that compromise safeguarding considerations. Behaviour systems and safeguarding systems operate together, not separately.

3.8 Inspection Readiness and Culture

Under the Education Inspection Framework (November 2025), inspectors evaluate whether pupils feel safe, behave well, experience calm classrooms, are protected from bullying, understand expectations and are treated fairly. Inspectors also consider staff wellbeing and workload. A psychologically safe culture will therefore be visible through calm corridors, respectful adult–pupil interactions, swift and proportionate responses to low-level disruption, clear systems understood by pupils and consistent practice across classrooms.

Psychological safety is therefore not only ethically sound but operationally essential and inspection-relevant.

3.9 Our Culture Statement

In this school, we are calm, clear, consistent and fair. We repair harm, protect learning, protect each other and give genuine fresh starts. Psychological safety is



not passive comfort; it is structured, predictable and accountable safety. It is the foundation upon which self-regulation, responsibility and academic success are built.



4. DE-ESCALATION AND CO-REGULATION FRAMEWORK

De-escalation is not a collection of techniques; it is a disciplined adult response to stress behaviour. It requires emotional regulation, professional judgement and consistency. This school recognises that escalation is rarely accidental. It is often the result of emotional overwhelm, perceived injustice, shame activation, cognitive overload, transition stress, accumulated micro-frustrations or skill deficits in regulation or communication. When behaviour escalates, the adult response determines whether the situation intensifies or stabilises.

4.1 The Neuroscience of Escalation

When a child perceives threat — whether physical, social or emotional — the brain activates the survival system. This response is automatic and protective, not deliberate defiance. In survival mode, heart rate increases, cognitive processing narrows, language processing may reduce and reasoning becomes impaired. Defensive behaviour becomes more likely. Attempts to reason, lecture or publicly correct a child in this state are ineffective and may escalate behaviour further. Our first task, therefore, is not correction but regulation. Regulation precedes reflection, and safety precedes sanction.

4.2 Adult Self-Regulation: The First Step

Before responding to a dysregulated pupil, the adult must regulate themselves. Adults are expected to pause before speaking, slow their breathing, lower their voice, reduce their physical intensity, avoid reactive language and maintain professional composure. We explicitly reject ego-driven responses. In moments of challenge, adults are expected to lose their ego, avoid power struggles, refrain from proving a point and resist escalating in order to assert authority. Authority is maintained through calm certainty, not emotional dominance. If an adult recognises rising frustration, they may request support, use change of face or step back briefly if it is safe to do so. This is professional judgement, not weakness.

4.3 Stages of Escalation and Adult Response

Staff forge positive relationships with children which will enable them to recognise early signs of dysregulation, such as withdrawal, agitation, raised voice, non-compliance, defiance, visible frustration or repetitive behaviour. Early, calm intervention reduces the likelihood of escalation.

At the early stage of dysregulation, adults use minimal, clear and structured language, offer regulated presence, reduce the audience where possible and provide limited choices. Language remains short, calm and predictable.



During escalation, adults lower their tone further, increase physical space, reduce verbal input, avoid public confrontation and offer safe exit routes. Statements are simple and containing, signalling safety and stability. At this stage, containment and regulation become the priority.

At peak dysregulation, the focus is solely on safety. Adults maintain calm presence, remove the audience if possible, use minimal words, avoid unnecessary proximity and call for change of face if appropriate. Reflection does not occur at peak. There is no moral lecture, sarcasm or public shaming. The goal is safety for all.

Once the peak passes and recovery begins, adults provide quiet presence and limited processing. Only when full regulation has returned do we move to structured reflection.

4.4 Minimal Language and Predictability

During escalation, language should remain short, clear, neutral, repetitive and predictable. We avoid long explanations, rapid questioning, emotional tone, public commentary or humiliation. Agreed minimal scripts support consistency and reduce perceived threat. Consistent language reduces unpredictability and reinforces safety.

4.5 Change of Face

“Change of face” is a strategic and relational handover to another regulated adult in order to prevent escalation. It may be used when a power dynamic is forming, when the adult recognises rising frustration, when the pupil becomes increasingly defensive or when the interaction risks becoming personal. Change of face is planned, calm, non-punitive and explained neutrally. It preserves dignity for both pupil and adult and supports regulation without escalation.

4.6 Safe Spaces and Regulation Zones

Safe spaces are not isolation booths or punishment areas. They are low-stimulus, supervised and time-limited environments designed to support regulation. They may include breathing prompts, sensory supports, visual aids or structured regulation scripts. Re-entry is deliberate and supportive, ensuring that regulation leads back to learning rather than exclusion.

4.7 Reflection After Regulation

Reflection only occurs once voice tone is calm, posture is relaxed, breathing is steady and cognitive processing has returned. Reflective conversations are structured and purposeful. They focus on understanding what happened,



recognising impact, identifying responsibility and planning for future success. Reflection is not interrogation; it is guided learning.

4.8 Repair and Reintegration

Following harm, repair is essential. This may involve apology, restorative meeting, completion of missed learning, repair of damage or rebuilding peer relationships. Reintegration is deliberate and clearly communicated. The child is welcomed back with clarity and dignity. Staff do not hold behaviour history in ways that block growth. Fresh starts are genuine and visible.

4.9 What We Do Not Do

To protect psychological safety and professional integrity, we do not shout as a primary behaviour strategy, use humiliation, deploy sarcasm as discipline, engage in public power struggles, threaten consequences that will not be followed through, apply collective punishment or discuss pupil behaviour inappropriately in communal spaces. Such strategies may produce short-term compliance but undermine long-term regulation, trust and professional credibility.

4.10 Documentation and Pattern Recognition

Incidents are logged in line with safeguarding requirements using CPOMs. Leaders analyse patterns in order to identify trends. Escalation patterns may indicate curriculum mismatch, transition vulnerability, sensory overwhelm, peer conflict, unmet SEND needs or external stressors. Data informs proactive planning rather than reactive response.

4.11 Alignment with Statutory Boundaries

De-escalation does not replace sanctions. Serious incidents may still result in internal consequence, suspension or permanent exclusion in line with statutory guidance. However, even when formal sanctions are applied, relational reintegration remains essential. Regulation, repair and structured reintegration follow suspension. High standards and relational practice operate together.



5. Consequences and Accountability

Consequences are an essential part of maintaining high standards. They create clarity, protect learning and reinforce community expectations. In this school, consequences are clear, proportionate, predictable, educational, delivered calmly and followed by repair. We define consequences as logical and proportionate responses to behaviour. We do not define consequences as punishment driven by humiliation, fear, revenge or emotional reaction.

5.1 The Purpose of Consequences

The purpose of consequences is to protect safety, protect learning, reinforce expectations, support accountability, teach alternative behaviours, restore relationships and prevent recurrence. Consequences are not used to humiliate, assert dominance, publicly shame, vent adult frustration or “make an example” of a child. Short-term compliance achieved through fear undermines long-term self-regulation. Our approach aims for durable internalisation of standards rather than superficial obedience.

5.2 The Principle of Proportionality

All consequences are proportionate to the seriousness of the behaviour, the context in which it occurred, the age and developmental stage of the pupil, any identified SEND needs, safeguarding considerations and any emerging pattern of behaviour. Leaders ensure that decisions are lawful, reasonable and fair in line with statutory guidance. Where reasonable adjustments are required under the Equality Act 2010, these are applied appropriately without lowering standards for safety or learning. Proportionality ensures that fairness is visible and defensible.

5.3 Logical and Natural Consequences

Where possible, consequences are logical and directly linked to the behaviour. Pupils may complete unfinished work during a structured catch-up session, repair damage caused, apologise appropriately, participate in restorative meetings, be temporarily removed from an activity to protect safety or engage in structured reflection before reintegration. Logical consequences help pupils connect actions to impact and strengthen understanding of responsibility.

5.4 Levels of Consequence

Consequences operate within a structured framework to ensure clarity and consistency. Low-level disruption, such as calling out, minor defiance or off-task behaviour, is addressed through calm reminders, minimal language, reteaching of routines and proportionate follow-up where necessary. Learning time is protected swiftly and without drama.



Repeated or escalating behaviour, including persistent disruption or disrespectful language, may lead to structured reflection, completion of missed learning, parent communication or review of behaviour plans. Responses remain proportionate and relational.

Serious behaviour, including physical aggression, discriminatory language, threatening conduct, deliberate damage, bullying or persistent unsafe actions, is addressed immediately to protect safety. This may involve removal from the situation, senior leader investigation, parent meeting, internal consequence, safeguarding referral or suspension where the statutory threshold is met. All incidents are documented carefully on CPOMS and reviewed for pattern or safeguarding implications.

5.5 Restorative Repair

Consequences alone do not repair harm; repair is essential. Following behaviour that impacts others, a structured restorative process takes place. This includes exploring what happened, recognising feelings, understanding impact and identifying what needs to happen to make things right. Repair may involve apology, restitution, rebuilding peer trust, community restoration or re-establishing classroom expectations. Restorative processes restore dignity, strengthen accountability and rebuild relationships.

5.6 Fresh Starts

Once a consequence and repair have been completed, the matter is closed. We commit to genuine fresh starts. Adults do not repeatedly reference past behaviour to shame, hold grudges or limit opportunities for improvement based on history. Patterns are tracked for safeguarding and support purposes, not for labelling. Children are allowed to grow.

5.7 Parental Partnership

Parents and carers are partners in behaviour support. Where possible, conversations are conducted face-to-face and are timely, clear, professional, solution-focused, factual, strengths-based and honest. Where behaviour becomes persistent or serious, meetings are arranged to share concerns, explore context, agree consistent approaches, identify support strategies and clarify consequences. All meetings and decisions are recorded and documented appropriately. Parents and carers are informed immediately in cases of serious incident or suspension.

5.8 Suspension and Exclusion as Consequences

Suspension and permanent exclusion are serious statutory sanctions and are used lawfully, as a last resort and only where there is a need to protect and ensure the



education or welfare of others. Before suspension is considered, leaders review proportionality, context, SEND needs, safeguarding factors, reasonable adjustments and behavioural patterns. Following suspension, reintegration is structured and relational. Suspension does not replace relational practice; it is followed by regulation, repair and reintegration.

5.9 Monitoring Fairness and Disproportionality

Leaders monitor consequences carefully to ensure fairness and equity. Analysis includes frequency of sanctions, patterns by year group, SEND status, gender, ethnicity and disadvantage. Where disproportionality is identified, leaders investigate underlying causes and adjust systems accordingly. Consequences must remain equitable, non-discriminatory and transparent. Fairness is not assumed; it is actively monitored and safeguarded.

5.10 Our Consequence and Repair Statement

In this school, we are committed to protecting safety and learning for every member of our community. We respond to challenges in ways that are proportionate and fair, always focused on repairing harm and restoring relationships. We believe in allowing growth, giving individuals the opportunity to reflect, learn, and make better choices. Consequences are not about control; they are about strengthening our community, encouraging accountability, and supporting learning.

5.11 Searching, Screening, and Confiscation

In line with our commitment to safety, we maintain a school environment free from items that could cause harm. Designated staff have the statutory power to search pupils with or without consent for prohibited items, including but not limited to: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, vapes, and pornographic images. Searching is conducted in accordance with statutory guidance to protect the dignity and safety of both the pupil and the member of staff, searches are always conducted by a member of SLT in pairs with another member of staff. Confiscated items are handled securely and disposed of or returned to parents/carers in line with legal requirements. We view searching as a protective, not punitive, measure; however, possession of prohibited items constitutes a serious breach of our behaviour expectations and will trigger formal investigation and consequence protocols.

5.12 Dealing with Malicious Accusations

We value the integrity of our staff and pupils and take all allegations seriously; however, we are also committed to protecting staff from false or malicious claims. Where a pupil is found to have made a malicious, vexatious, or deliberately false accusation against a member of staff, this will be treated as a serious breach



of our community expectations. Disciplinary action in these instances will be proportionate to the severity of the harm caused, potentially resulting in suspension or permanent exclusion, following a thorough investigation that ensures procedural fairness. We also seek to understand the underlying drivers behind such behaviour, as this may indicate significant unmet needs or distress requiring safeguarding support.

5.13 Removal vs. Suspension

To ensure absolute clarity regarding the severity of sanctions, we distinguish between 'removal' and 'suspension'. Removal from the classroom is a formal disciplinary step used for serious or persistent disruption that undermines the learning of others. When a pupil is removed, they are relocated to a supervised setting where they are expected to continue their education, ensuring that their learning is not interrupted. This is distinct from our routine de-escalation or 'reset' strategies, such as a 'change of face', which are non-disciplinary measures used to support a pupil's return to a regulated state. In contrast, a suspension is a serious statutory sanction, used as a last resort when the threshold of a serious breach of the behaviour policy is met, and is always followed by a structured reintegration process.



6. SUSPENSION AND PERMANENT EXCLUSION

Suspension and permanent exclusion are serious statutory sanctions. They are not routine behaviour tools. They are protective measures used only when necessary to safeguard the education, safety and welfare of the school community.

Our approach balances:

- Lawfulness
- Proportionality
- Safeguarding
- Equity
- Reintegration

Relational practice does not remove suspension as a sanction. It ensures that when suspension is used, it is lawful, fair and followed by structured reintegration.

6.1 Core Conditions

The Headteacher may suspend or permanently exclude a pupil only where there has been a serious breach of the behaviour policy and/or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. For an exclusion or suspension to be lawful and appropriate, the decision must satisfy two core conditions: **The Breach Condition:** The decision must be in response to a **serious breach** or **persistent breaches** of the school's published behaviour policy and **The Harm Condition:** Allowing the pupil to remain in school would **seriously harm the education or welfare** of the pupil or others (such as other students or staff) in the school. Both core conditions are carefully considered and fully documented before any decision is made. Suspension is never used as a threat, for minor or trivial incidents, as a substitute for reasonable adjustments, to manage attendance, or without careful consideration of the individual context surrounding the situation

6.2 Proportionality and Fairness

Before making a decision, the Headteacher carefully considers the seriousness of the incident, the pupil's age and developmental stage, and any identified special educational needs or disabilities (SEND). Consideration is also given to whether reasonable adjustments have been made, whether the behaviour may be linked to safeguarding concerns, the impact on any victims, and whether appropriate alternatives have already been attempted. All decisions are assessed to ensure that the response is proportionate. Equality duties under the Equality Act 2010 are fully applied, and leaders must ensure that decisions are not discriminatory, with disability-related behaviour properly understood and taken into account. Any suspension must always be reasonable, proportionate, and lawful.



6.3 Types of Suspension

Suspension may be:

- Fixed-term (for a specified number of days).
- Part-time timetable only where lawful and agreed appropriately.
- Permanent exclusion (in the most serious circumstances).

Permanent exclusion is used only as a last resort where:

- A serious breach has occurred; and
- Allowing the pupil to remain would seriously harm the education or welfare of others; and
- All other interventions have been exhausted or are clearly inappropriate.

Permanent exclusion decisions are subject to governor scrutiny and statutory review processes.

6.4 Investigation Process

Before any suspension is considered, a fair and impartial investigation is carried out, including gathering relevant evidence such as written accounts, CCTV where available, witness statements, safeguarding information, and previous incident records, while providing the pupil with an opportunity to share their account and consulting senior leaders where appropriate; all investigations are conducted without pre-determination and ensure the pupil's voice is heard wherever possible

6.5 Immediate Safeguarding Considerations

Where behaviour involves:

- Violence
- Sexual misconduct
- Discriminatory abuse
- Weapons
- Substance misuse
- Significant harm risk

Leaders consult safeguarding procedures immediately.

Sanctions do not replace safeguarding intervention.



6.6 Communication with Parents

Where suspension is imposed, parents are informed without delay and provided with a clear explanation of the reasons, the specified duration, details of reintegration arrangements, information about their rights of representation to governors, and any alternative provision arrangements where applicable. All communication is professional, clear, non-accusatory, and solution-focused, with the aim of ensuring transparency and maintaining a strong partnership with families.

6.7 Work Provision During Suspension

Work is provided for the first five days of suspension.

Where suspension extends beyond five school days, suitable full-time education is arranged from the sixth day in accordance with statutory guidance.

The school ensures:

- Work is appropriate and accessible.
- SEND needs are considered.
- Reintegration planning begins immediately.

6.8 Reintegration Following Suspension

Reintegration following a suspension is mandatory, and a reintegration meeting is held before or on the day the pupil returns to school. This meeting includes the pupil, parents or carers where appropriate, a senior leader, and relevant pastoral staff. It focuses on understanding what happened, reflecting on the impact on others, agreeing how harm will be repaired, identifying any necessary support adjustments, clarifying expectations moving forward, and confirming next steps. Reintegration is not a repeat punishment but a structured and supportive re-entry process in which the pupil is clearly welcomed back with the message, “We start again.” Support may include a review of the behaviour plan, regulation support, a lawful and appropriate adjusted timetable, increased adult check-ins, referral to internal or external services, or an Early Help assessment where required.

6.9 Permanent Exclusion Process

Where permanent exclusion is considered:

- The statutory threshold must clearly be met.
- All evidence must be documented.
- Governors are notified immediately.
- The governing board reviews the decision.



- Parents are informed of their right to make representations.
- The Local Authority is informed as required.

Permanent exclusion is reserved for the most serious circumstances.

Even in permanent exclusion cases, leaders reflect on systemic learning to prevent recurrence.

6.10 Monitoring Suspension and Exclusion Data

Leaders review suspension and exclusion data termly to monitor frequency, duration, repeat suspensions, and patterns across pupil groups, including year group, SEND status, gender, ethnicity, disadvantage, and looked-after status. Where disproportionality is identified, leaders investigate underlying causes, review practice, adjust staff training, and implement targeted support, with governors providing scrutiny and appropriate challenge.

6.11 Our Statement on Suspension and Exclusion

In this school, suspension is not routine and exclusion is never reactive. Safety is prioritised, proportionality is applied and fairness is actively scrutinised. Repair is embedded within our processes, reintegration is structured and purposeful, data is monitored carefully and governors are appropriately informed. Fresh starts remain possible. Relational practice does not remove consequences; it ensures they are lawful, proportionate and followed by growth.



7. DATA, EQUITY AND DISPROPORTIONALITY

Leadership Accountability and Continuous Improvement

Relational practice is not sustained by philosophy alone. It requires rigorous monitoring, transparent evaluation and decisive leadership action.

This school does not simply record behaviour; we analyse it.

Behaviour data is used to protect pupils and to protect staff so that they can remain physically and psychologically present in their roles. It enables leaders to identify unmet needs, detect emerging patterns and monitor fairness across groups. Data strengthens systems by highlighting inconsistency, informing targeted support and guiding professional development. Above all, it allows the school to intervene early and prevent escalation, ensuring that decisions are proactive rather than reactive.

Data is a safeguarding tool, an inclusion tool and a leadership tool.

7.1 What We Monitor

Leaders maintain structured, accurate, and timely records of behaviour incidents, including patterns of low-level disruption, internal consequences, restorative meetings, suspensions and permanent exclusions, attendance concerns linked to safeguarding, behaviour during unstructured times, bullying and discriminatory incidents, use of reasonable force where applicable, and pupil participation and progress. This is done collaboratively with staff via CPOMS and discourse between staff and SLT. Incident logs, using CPOMS, record context, antecedents, adult responses, consequences applied, follow-up actions, and reintegration outcomes, with structured approaches. These are used to support pattern recognition rather than the management of isolated events.

7.2 Pattern Recognition and Early Intervention

Leaders review behaviour data regularly to identify repeat incidents, patterns of escalation, trigger contexts, vulnerable transition points, curriculum mismatch, environmental stressors, and any issues relating to staff consistency. This analysis informs early intervention strategies such as pastoral check-ins, behaviour coaching, review of SEND assessments, timetable adjustments, increased adult presence at key times, parent meetings, safeguarding referrals, or Early Help assessments. The overarching aim is prevention rather than reaction.

7.3 Monitoring Disproportionality

Leaders have both a statutory and moral duty to ensure that behaviour systems do not disadvantage protected groups, and behaviour data is therefore analysed by



gender, ethnicity, SEND and disability status, disadvantage (including Pupil Premium eligibility), looked after or previously looked after status, EAL, and year group. Where disproportionality is identified, leaders carefully examine patterns, review contextual factors and adult responses, consider whether reasonable adjustments are in place, provide targeted staff training, and adapt systems where necessary. High expectations remain consistent for all pupils; adjustments are made to promote fairness, recognising that equity does not mean lowering standards but identifying and removing systemic barriers.

7.4 Attendance as Behaviour Data

Attendance data is reviewed alongside behaviour data.

Leaders monitor:

- Persistent absence.
- Severe absence.
- Emotionally Based School Avoidance indicators.
- Suspensions linked to attendance patterns.
- Vulnerable group attendance.

Behaviour and attendance are not treated as separate systems. Patterns are considered holistically and are understood as potential indicators of safeguarding concerns.

7.5 Reintegration Impact Monitoring

Following suspension or significant behaviour incident, leaders monitor:

- Recurrence of behaviour.
- Engagement with support plans.
- Peer relationships.
- Attendance.
- Academic access.
- Emotional regulation progress.

Reintegration is not symbolic. It is measured.

Where patterns persist, plans are reviewed.

7.6 Staff Consistency Monitoring

Leaders recognise that behaviour patterns may reflect system inconsistency.

Monitoring includes:



- Variation in sanction rates between classes.
- Differences in low-level disruption frequency.
- Staff confidence in de-escalation.
- Implementation fidelity of relational approaches.

Where inconsistency is identified, leaders respond with:

- Coaching.
- CPD.
- Paired support.
- Observation and feedback.
- System clarification.

Accountability applies to adults as well as pupils.

7.7 Governor Scrutiny

Governors receive termly reports detailing behaviour incident trends, suspension and permanent exclusion data, repeat suspension rates, disproportionality analysis, attendance trends, safeguarding links, and the impact of interventions. They provide appropriate challenge where suspensions increase, disproportionality emerges, repeat suspensions occur, reintegration proves ineffective, or patterns fail to improve, with governing body minutes clearly reflecting both the challenge offered and leaders' responses.

7.8 Transparency and Professional Integrity

Behaviour data is handled sensitively and lawfully in accordance with data protection requirements, ensuring that information is shared appropriately, used professionally, protected confidentially, and reported accurately. Staff avoid informal labelling, inappropriate discussion, use of data without context, or public comparison of pupils, recognising that data is used to support improvement and informed decision-making rather than to assign blame. Behaviour information is logged using CPOMS and is password protected with different levels of access for staff.

7.9 Our Data and Equity Statement

In this school, we do not guess; we analyse. We do not assume; we investigate. We do not ignore patterns; we respond decisively. We do not accept disproportionality without rigorous scrutiny. We protect learning through consistency, and we protect dignity through fairness. We recognise that relational practice without accountability becomes vague, and that accountability without relational understanding becomes punitive. We are committed to both, disciplined analysis and compassionate integrity working together.



8. GOVERNANCE AND STRATEGIC OVERSIGHT

Relational practice is sustained through strong governance. Behaviour systems are embedded through clear structure, accountability and oversight to ensure they are lawful, fair, proportionate, consistent and inclusive.

8.1 Strategic Accountability

The Governing Body ensures this policy complies with statutory guidance and holds leaders to account for effective implementation and impact. Governors provide strategic oversight rather than managing individual incidents, ensuring behaviour systems align with safeguarding duties, equality responsibilities and the school's improvement priorities.

8.2 Scrutiny of Behaviour, Suspension and Exclusion

As part of termly Full Governor and Quality of Education and Catholic Life and Mission meetings, Governors review behaviour, suspension and exclusion data at least termly, including trends over time, repeat suspensions, permanent exclusions, reintegration effectiveness and attendance links. Patterns across pupil groups are monitored to identify disproportionality and ensure suspension is used lawfully, proportionately and as a last resort.

Where concerns arise, governors seek assurance through evidence of reasonable adjustments, safeguarding consideration, early intervention and reintegration planning.

8.3 Safeguarding and Equity Oversight

Governors recognise that behaviour and safeguarding are interdependent. They scrutinise anonymised trend data relating to exploitation, peer-on-peer abuse, discriminatory incidents, repeated aggression and emotionally-based absence.

Governors monitor patterns across ethnicity, gender, SEND, disadvantage and looked-after status, providing appropriate challenge where disparities emerge and seeking evidence that practice, systems and staff training have been reviewed. High expectations remain consistent for all pupils, and fairness must be demonstrable.

8.4 System Integrity, Wellbeing and Policy Review

Governors seek assurance that behaviour systems are sustainable and support staff through appropriate training, supervision and manageable workload expectations.



This framework is approved by the Governing Board, reviewed at least annually and updated following statutory change, inspection outcomes or emerging data trends. The policy is published and accessible to staff, parents and pupils, and governors ensure that written policy reflects lived practice.

8.5 Governance Commitment

In this school, behaviour is strategically led, decisions are scrutinised, data informs improvement, safeguarding is prioritised and leaders are held accountable.

Relational practice is sustained through strong governance and continuous system improvement.



9. IMPLEMENTATION AND WHOLE-SCHOOL ROLLOUT STRATEGY

From Policy to Practice

A relational behaviour framework is only effective when it is lived and implemented consistently across the school. Implementation must therefore be deliberate, structured and carefully monitored. This section outlines how the school ensures that relational practice moves beyond documentation and becomes embedded within daily routines, professional conduct and leadership systems.

9.1 Implementation Principles

Implementation is guided by clear and disciplined principles. We prioritise clarity before compliance, ensuring that expectations are understood before they are enforced. Training precedes expectation so that staff feel equipped and confident rather than judged. Modelling comes before monitoring, recognising that culture is shaped by visible leadership behaviour. Support precedes sanction, ensuring that systems remain humane as well as firm. Consistency is established before escalation, and reflection precedes refinement so that improvement is informed rather than reactive. Relational culture cannot be imposed through policy alone; it must be intentionally built through shared understanding, rehearsal and sustained commitment.

9.2 Leadership Ownership

Successful implementation begins with leadership. Senior leaders model relational responses in their daily interactions, use positive language consistently and address inconsistency promptly and professionally. They protect time for staff training, monitor behaviour and attendance data rigorously and provide emotional support and supervision for staff following challenging incidents. Expectations are reinforced visibly and calmly, demonstrating that relational practice applies at every level of the organisation.

Senior leaders reinforce consistency within their teams, coach staff in de-escalation practice, monitor classroom climate and address drift in expectations at an early stage. Behaviour leadership is visible, calm and steady. It is structured and intentional rather than reactive or personality-driven.

9.3 Staff Training and Professional Development

All staff receive training in relational philosophy, the neuroscience of regulation, de-escalation strategies, minimal language, change of face, restorative conversations, reasonable adjustments, safeguarding links, suspension thresholds and processes, and accurate recording and logging procedures. Training is provided at induction,



refreshed annually, revisited in response to data trends and embedded within performance development conversations. Relational consistency depends upon shared understanding. Without common language and agreed approaches, culture fragments and expectations weaken.

9.4 Induction for New Staff and Pupils

Induction safeguards consistency and predictability. New staff receive a clear summary of expectations, guidance on language to use, access to CPOMS and, where appropriate, structured shadowing opportunities. New pupils receive explicit teaching of behavioural expectations, a clear explanation of Ready, Respectful and Safe principles, introduction to regulation spaces and supportive induction meetings where needed. Early clarity prevents later confusion and reduces anxiety.

9.5 Monitoring Implementation Fidelity

Leaders monitor not only behaviour data but also the fidelity of implementation. Monitoring includes learning walks, pupil voice, staff feedback, analysis of behaviour data trends, review of reintegration outcomes and examination of incident patterns. Leaders look for consistent use of agreed language, calm adult responses, minimal public confrontation, effective repair processes, clear routines during transitions and appropriate, proportionate use of suspension. Where slippage is identified, leaders respond through coaching, support and recalibration rather than criticism, ensuring that standards are strengthened constructively.

9.6 Responding to Implementation Drift

All systems drift/slip over time if not actively maintained. When inconsistency emerges, leaders re-clarify expectations, provide refresher training, support individual staff where necessary, review systems for unnecessary complexity and adjust communication to restore clarity. Implementation drift is addressed early and decisively to prevent erosion of culture. Consistency is sustained through vigilance, reflection and shared accountability.

9.7 Supporting Staff Through Change

Embedding relational systems requires emotional demands. Leaders recognise this and ensure that staff have access to structured debrief and supervision following serious incidents, safe spaces for professional reflection, coaching conversations rather than blame-based responses and a culture in which seeking help is encouraged rather than stigmatised. The emotional demands of behaviour support are acknowledged openly. A calm and supported adult culture sustains a calm and regulated pupil culture.



9.8 Communication with Parents and Community

Parents and carers are informed clearly about behaviour expectations, relational philosophy, the consequence system, suspension thresholds and reintegration processes. Communication is clear, consistent, transparent and accessible. Relational practice strengthens home–school partnership rather than undermines it, ensuring that expectations and support strategies are aligned across settings.

9.9 Sustainability and Long-Term Impact

Long-term sustainability requires annual policy review, regular data scrutiny, ongoing professional development, clear governor oversight, consistent leadership modelling, sustained staff wellbeing support and continuous cultural reinforcement. Relational practice is not a short-term initiative or branding exercise. It is a sustained cultural commitment requiring strategic leadership and disciplined maintenance.

9.10 Our Implementation Commitment

In this school, we do not rely on personality, reaction or slogans. We build systems deliberately. We train consistently. We monitor rigorously. We adjust intelligently. We protect dignity. We protect learning. Relational practice is implemented intentionally, reviewed systematically and sustained collectively.



10. RELATIONAL CHARTER AND CULTURAL COMMITMENT

Our Collective Promise

This Relational Behaviour Framework is more than a policy; it is a cultural commitment. It represents how we choose to treat one another, how we respond under pressure, how we uphold standards and how we protect the dignity and safety of every member of our school community. Relational practice is not an initiative layered on top of existing systems. It is the way in which our systems are enacted, lived and sustained.

10.1 Our Core Commitments

As a school community, we commit to protecting learning by ensuring that classrooms are calm, low-level disruption is addressed swiftly, expectations are clear and learning time is valued. Every pupil has the right to learn without interruption.

We commit to protecting safety by challenging unsafe behaviour, refusing to tolerate discrimination, escalating safeguarding concerns immediately and intervening early to prevent harm. Safety is non-negotiable.

We lead with calm authority. Adults regulate themselves first, avoid power struggles and maintain steady tone and presence. Consequences are delivered without humiliation and ego does not drive decision-making. Authority is expressed through clarity, consistency and professional composure rather than volume or emotion.

We hold high expectations. Behaviour standards are explicit, accountability is expected and repair is required when harm occurs. Suspension thresholds are applied lawfully and proportionately, and equity strengthens standards rather than dilutes them. High expectations and relational practice coexist; they are not opposites.

We repair after rupture. Harm is acknowledged, impact is understood, responsibility is taken and relationships are restored. Fresh starts are genuine and visible. Repair builds community strength and trust.

We act with equity. Patterns are monitored, disproportionality is challenged, reasonable adjustments are made where appropriate and bias and stereotypes are actively examined. Inclusion is not passive; it is deliberate and embedded. Fairness is intentional.

We support staff. Emotional demand is recognised, supervision and debrief are available, coaching replaces blame, professional judgement is respected and



wellbeing is prioritised. A supported adult community sustains a safe and regulated pupil community.

10.2 Our Shared Language

Across our school, we use consistent language to reinforce predictability and safety. Phrases such as “Ready,” “Respectful,” and “Safe” anchor expectations. Simple scripts such as “Pause,” “We are safe,” “I can’t let you do that,” “We will fix this,” “You belong here,” and “We start again” provide clarity during moments of stress. Shared language creates shared culture, reducing ambiguity and strengthening collective identity.

10.3 What This Means in Practice

In this school, adults greet pupils warmly, corridors are calm and expectations are visible and understood. Incidents are logged accurately, patterns are analysed thoughtfully, governors are informed appropriately and parents are treated as partners. Suspension is lawful and proportionate, reintegration is structured and relational, and dignity is preserved in all interactions.

Visitors to our school should observe respectful adult–pupil interactions, calm authority, confident staff, clear routines and pupils who understand expectations. They should encounter leaders who understand their data and a culture that feels safe, orderly and purposeful.

10.4 Our Relational Standard

We do not choose between firmness and kindness, accountability and support, or boundaries and belonging. We choose both. We believe that children grow best in environments that are structured, predictable, calm, fair, inclusive, accountable, restorative and nurturing. These qualities are not competing priorities but interdependent conditions for growth.



11. MONITORING, REVIEW AND CONTINUOUS IMPROVEMENT

Ensuring Integrity and Impact

This Relational Behaviour Framework is a living document. It is not static, symbolic or aspirational. Its effectiveness depends on consistent implementation, strategic monitoring and deliberate refinement.

Leaders and governors ensure that the framework remains:

- Lawful
- Relevant
- Effective
- Proportionate
- Equitable
- Aligned with statutory guidance

11.1 Ongoing Monitoring

The impact of this framework is evaluated through:

- Behaviour incident trends.
- Rates of low-level disruption.
- Suspension frequency and duration.
- Repeat suspensions.
- Permanent exclusion data.
- Attendance and persistent absence data.
- Disproportionality analysis.
- Safeguarding trends.
- Pupil voice.
- Staff voice.
- Parent feedback.

Monitoring occurs at:

- Senior leadership level (weekly operational review).
- Termly governor review.
- Annual strategic review.

Leaders analyse both quantitative data and qualitative evidence.

11.2 Policy Review Cycle

This framework will be formally reviewed:



- Annually as part of governance cycle.
- Following changes in statutory guidance.
- Following inspection.
- Where behaviour data indicates emerging concerns.
- Following serious safeguarding incidents requiring policy reflection.

The review process includes:

- Leadership evaluation.
- Governor scrutiny.
- Staff consultation.
- Pupil voice (age appropriate).
- Parent feedback where appropriate.

Revisions are documented clearly and communicated transparently.

11.3 Alignment with School Improvement Planning

Behaviour systems are integrated into the School Improvement Plan.

Improvement priorities may include:

- Reducing low-level disruption.
- Improving attendance.
- Reducing repeat suspensions.
- Addressing disproportionality.
- Strengthening de-escalation consistency.
- Enhancing staff confidence.
- Improving reintegration effectiveness.

Behaviour is not treated as separate from academic improvement. It is foundational to it.

11.4 Quality Assurance

Leaders ensure fidelity of implementation through:

- Learning walks.
- Book looks (for disruption impact).
- Behaviour log audits.
- Suspension case reviews.
- Reintegration meeting audits.
- Staff coaching sessions.
- External moderation where appropriate.

Where variation is identified, leaders intervene constructively.



Quality assurance protects both standards and fairness.

11.5 Data Protection and Confidentiality

All behaviour data is recorded, stored and processed in accordance with data protection legislation. Confidentiality is maintained at all times. Sensitive information is shared strictly on a need-to-know basis, recorded securely, discussed professionally and used solely to inform support, safeguarding and proportionate decision-making. Informal labelling of pupils or inappropriate discussion of behaviour in communal spaces is not tolerated and is addressed as a matter of professional conduct.

11.6 Commitment to Continuous Improvement

We recognise that behaviour systems require ongoing reflection and refinement. We are committed to learning from patterns in our data, adapting practice when needed, responding to emerging national guidance, listening carefully to stakeholder voice and maintaining professional courage when difficult decisions must be made. Continuous improvement safeguards the integrity, fairness and effectiveness of relational practice.

