



St Teresa's Catholic Primary School

"With Jesus we live, love and learn"

Behaviour & Relationships Policy

Date policy last reviewed:

Signed by:

Headteacher

Date:

Chair of governors

Date:

Last updated: 24/11/25

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“Love one another as I have loved you.”

– John 15:12

Mission, Gospel Roots & Catholic Foundation

At St Teresa’s Catholic Primary School, our approach to behaviour flows directly from our identity as a Catholic school and our commitment to the Gospel values of love, mercy, forgiveness, justice, dignity and peace.

We believe:

- Every child is created in the image and likeness of God.
- Every child is worthy of unconditional respect and love.
- Behaviour is an expression of a child’s needs, emotions and experiences.
- Jesus modelled connection before correction, particularly with the vulnerable, the misunderstood and the struggling.
- Relationships are the foundation of formation, discipleship and education.

Our patron, **St Thérèse of Lisieux**, inspires our practice. Her Little Way teaches:

- That small acts of kindness transform lives
- That gentleness is more powerful than punishment
- That healing requires love, not fear
- That every child deserves patient understanding

Therefore, our Behaviour & Relationships Policy is not simply a set of rules but a theological and relational framework through which we help children grow into the people God calls them to be. This policy replaces the old “behaviour policy” used in the school and represents the culmination of our work, of integrating trauma aware practice into our existing systems and, where necessary, creating new systems altogether.

Core Values & Home/School Agreement

Our four Core Values shape all behaviour expectations for staff, parents and children.

These values are lived daily through adherence to our home school agreement.

In this, we ask students to:

- Use the school values of Love, Accept, Respect and Reflect to guide all my behaviour and help make school a happy place for everyone
- Work to the best of my ability and never give up
- Learn from my mistakes
- Take pride in my work
- Respect all property and equipment

And parents sign to agree to:

- Support the school behaviour policy
- Inform the Pupil Support Manager at the earliest opportunity of any problems which might affect the child's work or behaviour
- Attend parent/teacher consultation meetings
- Follow school policies and procedures Page 3: Mission, Gospel Roots & Catholic Foundation



Essex Trauma Perceptive Practice (TPP)

(Aligned to the Essex Model Relationships & Behaviour)

Having completed extensive training with Essex, and having rolled out this training across our school, we can now proudly state that our approach is based on the Trauma Aware principles of:

COMPASSION · HOPE · RELATIONSHIP · BELONGING

Key beliefs that underpin these principles are that:

- Behaviour arises from a child's **emotional state**, not moral failure.
- “Bad behaviour” is often **stress behaviour**.
- Children need **co-regulation**, not confrontation.
- High expectation + high nurture = emotional safety.
- Relationships are the **intervention**, not the reward for good behaviour.
- Consistency creates **predictability**, which creates **safety**.

This policy explicitly incorporates the structures and language of the **Essex Model Relationships & Behaviour Policy** whilst interweaving these with our own unique faith identity and approach.



A Catholic Trauma-Informed Approach

Jesus consistently:

- Noticed feelings before actions
- Asked curious questions: “What do you want me to do for you?”
- Valued the person over the behaviour
- Restored dignity rather than shamed
- Offered forgiveness before punishment
- Invited change, not demanded perfection

At St Teresa’s:

- We approach every child with **mercy, patience and unconditional positive regard**.
- We teach children how to regulate emotions, repair harm and rebuild relationships.
- We practise **reconciliation**, not retribution.
- We offer **second chances** because Jesus did.
- We believe transformation comes through **love, not fear**.



Relational Behaviour Model (Essex)

We adopt the Essex relational model fully, which emphasises:

- Predictable routines
- Clear expectations
- Emotional safety
- Warm relationships with sensible boundaries
- Scripted approaches
- Co-regulation
- Curiosity, not judgement
- Teaching skills, not enforcing compliance

We avoid shouting, humiliation or punitive control.

We prioritise connection, consistency and compassionate firmness.



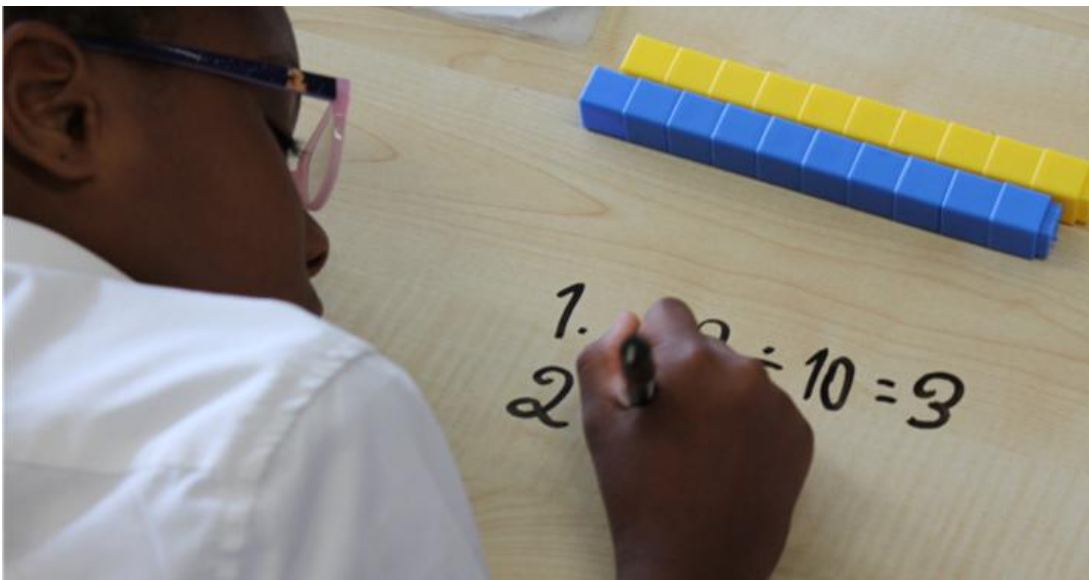
Behaviour Curriculum

Children are taught:

- How to recognise and name emotions
- How to restore relationships after mistakes
- How to understand the impact of actions
- How to listen, apologise, reflect and forgive
- How to follow routines
- How to use calming strategies (breathing, sensory, social stories)
- How to embody our Core Values

This is taught explicitly through:

- Class routines and rules
- Lessons taught in collective worship
- The PSHE curriculum
- The RE curriculum
- Day to day interactions with staff



Rewards & Recognition Systems

So far what has been described is a culture and approach that leads to a sense of intrinsic reward in our students. This come from developing a sense of belonging, community and shared responsibility. We also believe that extrinsic rewards, when used well, can also provide children with motivation and goals, encouraging them to visibly live out our school values.

Merit Marks

Merit marks are given out by teachers for hard work and good behaviour. Children collect these throughout their time at St Teresa's. Over time they collect a series of badges that demonstrate that they have achieved the level of an "ambassador", that is a child who represents the school in a positive way. Collected towards:

- **Bronze Badge**
- **Silver Badge**
- **Gold Badge**
- **Diamond Badge**

New badges are always being added as our children surpass all expectations and achieve ever more merits. It is always a moment of joint celebration when a child hits a new record for their age range or moves into a new reward bracket which we have never had a badge to represent before.

Headteacher Gold Awards

These are special awards given out weekly and awarded in assembly. One child per class will also be awarded with a special "star of the week" gold award which includes being given a certificate in front of the school by the headteacher.

The St Thérèse Little Way Award

This award is given for children who, in their week, have quietly shown compassion, kindness and selflessness. It demonstrates how children are living in the way St Therese taught us to live.



Learning Behaviour Characters

There is also a series of badges given out to celebrate hard work and good learning behaviours. These are:

- Mr P – Perseverance
- Mr M – Motivation
- Mr I – Independence
- Mr R – Resilience
- Mr C – Confidence
- Mr Pro – Proactivity



These help children articulate and build their learning behaviours. These are worked towards over extended periods of time. Children must consistently demonstrate one of these behaviours in order to be awarded this badge.

Isn't that quite a lot of badges and stickers?

Yes, it is! We have found, that whilst a lot of our practice has moved on and systems have been changed in response to Trauma Perspective Practice, the children of St Teresa's have been very clear that they love their badges. Children wear these with pride. It is not unknown to meet year six students with ten or more badges on their jumper. What is important to us is that this system does not exist in a vacuum. The extrinsic reward system without the intrinsic reward system based on culture, connection and belonging would not be enough. But together we have created a culture where children want to learn, feel connected but are also motivated to earn these rewards and proud to show others what they have achieved.

Behaviour as Learning

We recognise that:

- Behaviour is learned and can be taught/ Mistakes are part of growth/ Children need modelling, coaching and guided practice.

We use:

Restorative Conversations

(Short, relational repair discussions)

Restorative Conferences

(Structured response to significant harm)

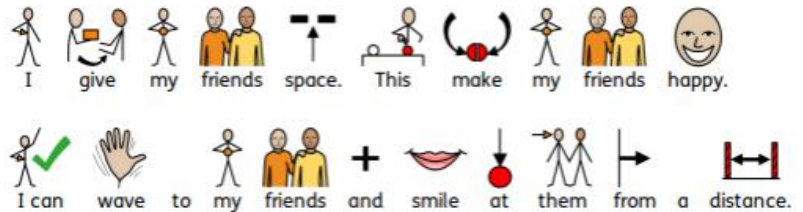
Social Stories

To rehearse new behaviour pathways.

Widgit Symbols

To support all of the above for understanding for:

- SEND pupils
- EAL pupils
- Pupils experiencing dysregulation
- Pupils with communication difficulties



Responses to Behaviour Mistakes

We use a structured restorative script:

1. **What happened?**
2. **What were you thinking/feeling at the time?**
3. **Who has been affected?**
4. **What needs to be done to put things right?**
5. **What will you do differently next time?**

This emphasises:

- Accountability
- Empathy
- Repair
- Responsibility
- Reconciliation

Not blame.



Logical Consequences

Logical Consequences

Consequences are:

- Proportionate
- Predictable
- Meaningful
- Connected to the behaviour
- Focused on learning



Examples:

- **Graffiti → Help clean the surface**
- **Hurting feelings → Write or verbally offer a repair**
- **Disrupting learning → Re-complete work respectfully**
- **Unsafe play → Supported safe play session**
- **Misuse of materials → Practise correct use**
- **Disruption → Engage in a social story/discussion to understand how this impacted others.**

We **never** use:

- Overly punitive measures
- Public shaming
- Removal of breaks as a default (although restorative conversations and logical consequences may take place during break times.)
- Excessive writing tasks

The Trauma Aware Traffic Light System

The Trauma Aware traffic Light System:

St Teresa's previously used a traditional traffic light system based on public warnings and consequences. This has now been updated to reflect our trauma-aware, relationship-focused practice, while still giving staff clear guidance on when to remind, when to support and when to seek additional help.

The key change is that the system is now **informal and never displayed publicly**. Publicly placing names on "red", for example, could cause shame, anxiety and negative self-talk, which undermines our relational approach and Catholic ethos.

In its updated form, the traffic light system provides a private structure for staff to follow, ensuring consistency and support, while remaining so unobtrusive that pupils may be unaware a system exists at all.



Green - "Ready to Learn / Connected"

Meaning:

The pupil is regulated, engaged, and emotionally available for learning. Most pupils, in most lessons are here.

Adult response:

- Positive recognition of values-based behaviour.
- Use of our reward systems (e.g., Merit Marks, badges, Little Way Award, Gold Awards).
- Warm, relational connection and positive narration.



Orange – “Early Signs of Dysregulation / Needs Support”

Meaning:

The pupil is beginning to struggle and may require early co-regulation or emotional support.

Adult response:

- Private, calm, relational intervention.
- Supportive prompts using curiosity and connection (e.g., “How can I help?”).
- Offer of regulation strategies (e.g., quiet space, short reset walk, sensory tools, breathing).
- Use of Widgit symbols or visuals where appropriate.
- Quiet reminders about classroom expectations and encouragement.
- Maintain dignity and privacy at all times.

This stage replaces traditional “warnings” and is used to signal support, not threat.



Red – “Dysregulated / Needs Intensive Support”

Meaning:

The pupil is dysregulated and requires focused adult help to regain emotional safety.

Adult response:

- Remove audience where appropriate.
- Seek out of class support from the pastoral team or SLT (this child requires intensive support which cannot be sustained while keeping full attention on the rest of the class)
- Co-regulation using a calm, low-arousal approach.
- Provide time, space and supportive strategies to regain regulation.
- Once calm, complete a restorative conversation.

- Determine any **logical**, educational consequence related to the behaviour (e.g., repairing harm, re-doing missed learning).

SLT involvement:

This occurs only when there is a risk to safety, dignity or learning.

Such incidents are logged on internal systems and may be included in behaviour reporting to governors. Parents are informed if a child needed to be removed from class due to dysregulation and will be informed what co-regulation/restorative conversations were required and if there are any logical consequences required.

Communication with Parents / Carers

Communication regarding behaviour is trauma-informed and takes place:

- Only after the pupil has regulated.
- In a private, respectful manner.
- With a focus on support provided and repairs made.
- Without reference to traffic light “colours” or punitive language.

The emphasis is on explaining the learning that has taken place, the support provided, and any agreed follow-up.

Principles Underpinning This System

- Behaviour is communication of need.
- Responses are relational, predictable and regulated.
- All stages are private and designed to maintain dignity.
- Logical, educational consequences replace punitive sanctions.
- Restorative practice is central to repairing harm and rebuilding relationships.
- The approach reflects the Gospel values of love, compassion, forgiveness and reconciliation.

Recording & Safeguarding

Behaviour incidents requiring SLT involvement are logged on our internal system.

Any behaviour which raises a safeguarding concern is recorded on **MyConcern** immediately in line with our safeguarding procedures and policies.

Patterns are monitored through:

- SLT review
- Inclusion Lead tracking
- Governor behaviour reports

Patterns are analysed in formal safeguarding lead meetings known as LABS (Learning, attendance, behaviour and Safeguarding) meetings.



SEMH Needs & Physical Handling

Where children experience difficulty regulating emotions, we use:

- Individual behaviour plans
- Regulation plans
- Anxiety mapping
- Emotional pot tools
- STAR analysis
- Sensory strategies
- Pastoral support

Where a child's behaviour poses a risk of harm, staff follow the **Christus Catholic Trust Safer Touch/Physical Intervention Policy**.

Templates for Support

Staff have access to:

- STAR analysis forms
- Anxiety Mapping Templates
- Emotional Pot Tool
- Social Story Frameworks
- Restorative Conversation Templates
- Risk Assessment Templates



Responsibilities

Staff

- Model Gospel values
- Regulate before they respond
- Maintain calm, predictable interactions
- Teach behaviour explicitly

Leaders

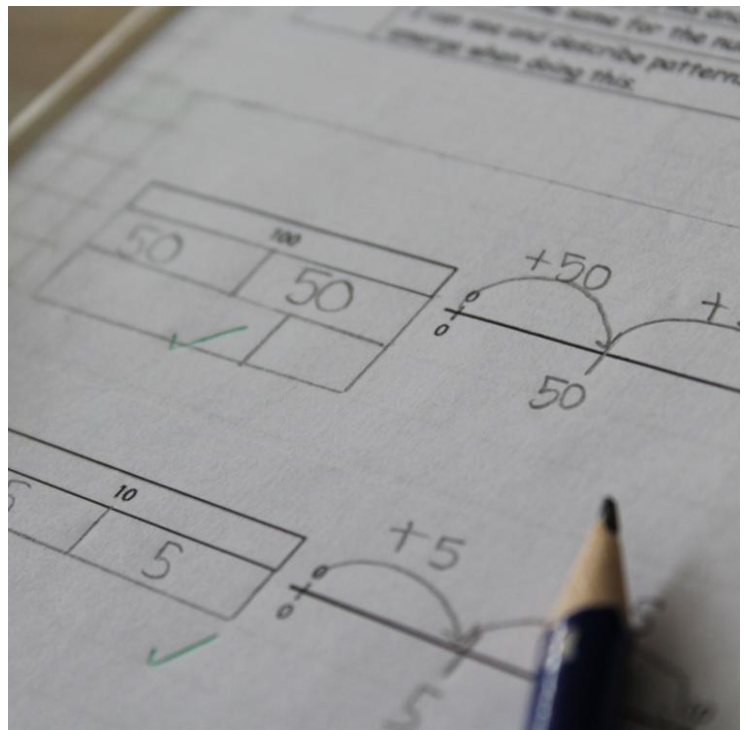
- Develop staff expertise
- Monitor systems
- Lead restorative culture

Pupils

- Show kindness
- Respect others
- Reflect after mistakes

Families

- Work in partnership
- Support restorative practice



Harm & Safety (Suspensions)

When behaviour significantly endangers others or prevents safe learning, suspensions may be considered in line with:

Christus Catholic Trust Suspensions & Permanent Exclusions Policy

See this document for further details. Suspensions are only ever used as a last resort and when all other systems to ensure safety have failed. They are used as an educative tool as opposed to a punitive one and they are always followed by restoration and changes in the child's support or routine to reduce the likelihood of reoccurrence.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Damage to school property
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

However, these decisions are made on a case by case basis by the headteacher and factors such as a child's social/emotional or special educational needs are factored in to any decision.

Risk Assessments

These may be used for children with patterns of unsafe behaviour. These will typically include:

- Triggers
- Early warning signs
- Risk reduction strategies
- Agreed responses
- Post-incident reviews

Bullying & Discrimination

We follow:

Christus Catholic Trust Behaviour Principles Written Statement

We act immediately on:

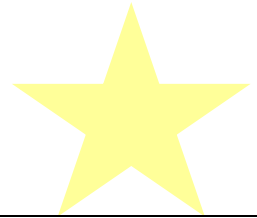
- Bullying
- Harassment
- Discrimination
- Prejudice
- Harmful sexual behaviour

The school supports pupils to learn and play in a positive environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying is never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

If bullying is reported, and identified, restorative healing and parental involvement is always part of the response. The governing body are informed if confirmed cases of bullying are confirmed.

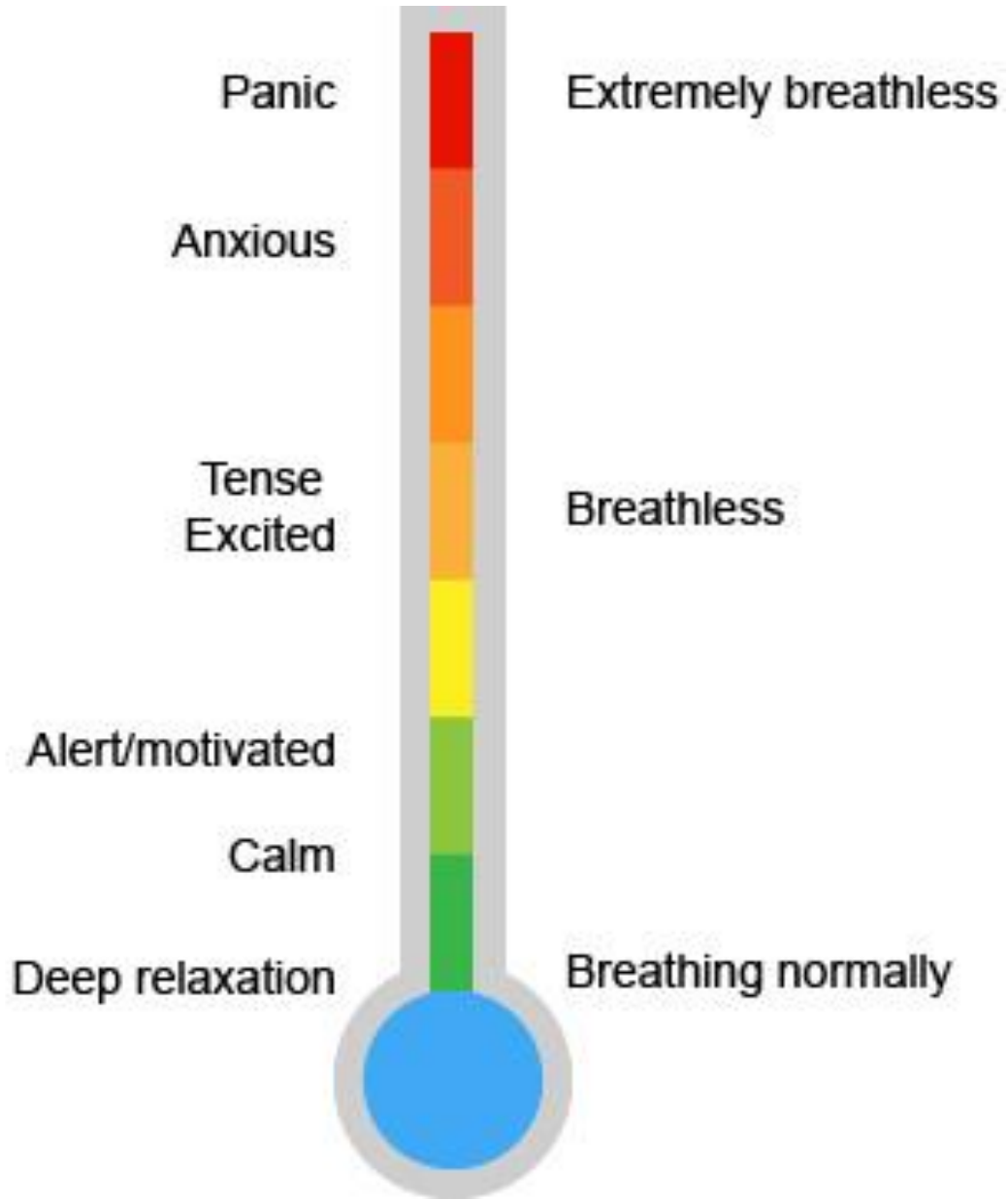


Appendix A: Star Analysis Form






What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?
<u>Setting:</u>	
<u>Trigger:</u>	
<u>Action:</u>	
<u>Response:</u>	

Appendix B: Anxiety Thermometer (for use in emotion mapping with children)



Appendix C: The emotional pot

<p>Stage 1</p> <p>Use the Emotional Pot to get to know the child and the family the big picture (holistic sense) “What is going into this pot?”</p> <p><i>Adopt an attitude of curiosity and reflect on the child’s circumstance. Sensitively involve all parties who know the child well to gather information. For some children this might involve pupil or parent interview as well as reflection with the staff members working with the child in school.</i></p>	
<p>Stage 2</p> <p>Be the Stress detective to find/observe/notice the stressors across the day “Why has the pot filled up/overflowed?”</p> <p><i>Stressors could be related to the time of day (when a child is hungry or following transitions), places or curriculum subjects, other people (adults and peers). Explore all variables that exist within their day to notice commonalities and differences.</i></p>	
<p>Stage 3</p> <p>Analyse and plan to enable informed co-regulation</p> <p><i>After gathering assessment information, begin to make a plan for how to support co-regulation. Recognise that the adults will need to change their behaviour first.</i></p>	

Appendix D: A tool for understanding and reframing behaviour

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A Tool for Understanding and Reframing Behaviour

Describe the behaviour Review and be curious	Reframe the Behaviour from for example: "He's just lazy" or "She just wants to get attention" to something more helpful Examples of reframing	Reflections How is this behaviour understandable? What's getting in their way/what are the barriers? How can we help?	Adult response What do we need to intentionally teach? Find the barriers and remove them

Appendix E: Guidance for risk assessing behaviour and reducing potential harm.

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the CYP in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and children's social care shared?

The assessment will include:

- Identified vulnerable CYP (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write an action plan

Any actions should be written monitored by Head Teacher/Senior Management and Governors to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified CYP or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.