Behaviour and Relationships Policy

The Willows Catholic Primary School

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The Willows Catholic Primary School

only

With Christ at our heart, we are a loving, caring family where each individual is nurtured in mind and spirit to fully become the person God created. In learning together, we support each other to reach our full potential in a safe and stimulating environment where all are valued and respected.

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1. Vision and Purpose

At The Willows Catholic Primary School, our approach to behaviour flows directly from our Catholic faith and our belief in the dignity of every child.

Our behaviour policy is rooted in one central question:

Who do we want our children to be when they leave The Willows?

We want our children to leave us as young people who are courageous and truthful, hopeful and faith-filled, grateful and generous, active and curious, loving and compassionate, aspirational and discerning.

Behaviour at The Willows is not about control or compliance. It is about formation. Behaviour is learned, shaped and strengthened over time through clear expectations, strong relationships and consistent adult guidance.

Our aim is to create a calm, safe and purposeful environment where every child can learn, flourish and grow into the person God calls them to be.

2. Our Catholic Ethos

Christ is at the heart of all that we do at The Willows.

Our expectations for behaviour are grounded in Gospel values and Catholic Social Teaching, particularly respect for human dignity, love of neighbour, forgiveness, responsibility and reconciliation.

Every child is unique, made in the image of God and deserving of care, patience and high expectations. Mistakes are part of learning. When behaviour falls short, we respond in ways that teach, restore and guide rather than shame.

3. Our Virtues in Action

Our behaviour policy is underpinned by six pairs of virtues which guide how we act and how we respond when things go wrong.

Each half term, one pair of virtues is a whole-school focus. This focus is explored through assemblies, classroom discussion, rewards and reflection so that children understand what the virtues look like in daily school life and are supported to live them out consistently.

Autumn 1 – Loving and Compassionate

In growing to be **loving** and **compassionate**, everyone at The Willows will show **kindness** in how they speak and act. They will **care** for others, offer **support** and **welcome** everyone with **friendship** and **acceptance**. They will **listen** carefully, seek to understand and respond with **patience** and **respect**. They will be **tolerant** of difference and ready to **forgive** when mistakes are made. Through **love** and **compassion**, they will help create a school where everyone feels **valued**, **safe** and **cared for**.

Autumn 2 – Hopeful and Faithful

In growing to be **hopeful** and **faith filled**, everyone at The Willows will look to the future with **trust** and **expectation**. They will stay **positive** and **patient**, even when things feel uncertain. They will **believe** that effort matters and that good can come from challenge. They will grow as **disciples** who live out their faith through daily actions, showing **devotion**, **reverence** and **humility**. They will place their **trust**

in God and in one another, knowing they are **blessed** and never alone. Through **hope** and **faith**, they will learn to act with quiet **confidence**, gentle **strength** and a deep sense of **purpose**.

Spring 1 – Grateful and Generous

In growing to be **grateful** and **generous**, everyone at The Willows will notice and **appreciate** the good in their lives and in others. They will give **thanks** for what they have and recognise the efforts of those around them. They will **share** willingly, give their time and **help others** without being asked. They will be **open hearted** and **welcoming**, showing **kindness** and **hospitality** to everyone they meet. Through **gratitude** and **generosity**, they will learn that **small acts of giving** can make a real difference.

Spring 2 – Active and Curious

In growing to be **active** and **curious**, everyone at The Willows will take an **energetic** and **enthusiastic** approach to learning. They will join in fully, stay lively and **proactive** and make the most of every opportunity. They will **ask questions**, **explore ideas** and **show real interest** in the world around them. They will think **carefully**, **investigate deeply** and **enjoy finding things out**. Through being **active** and **curious**, they will develop a love of learning that drives them to keep asking why and how.

Summer 1 – Courageous and Truthful

In growing to be **courageous** and **truthful**, everyone at The Willows will be **brave** enough to do the right thing, even when it feels hard. They will act with **honesty**, speak the **truth** and stand by their words. They will be **bold** and **confident** learners who are willing to learn from their mistakes, try new challenges and step outside their comfort zone. They will show **loyalty** and **faithfulness** to their friends, their school and their values. They will be **dependable** and **trustworthy**, knowing that others can rely on them to make good choices. Through being **courageous** and **truthful**, they will grow into young people who are **proud** of who they are, **sincere** in how they act and **strong** in character when faced with difficulty.

Summer 2 – Aspirational and Discerning

In growing to be **aspirational** and **discerning**, everyone at The Willows will aim high and work with **determination** towards their goals. They will be **motivated**, **hard-working** and **eager** to improve, showing **dedication** in all that they do. They will **think positively** about the future and be willing to try new ideas and different ways of doing things. They will make **wise** choices, reflecting on their actions and learning from experience. They will **evaluate** their work and actions honestly, recognise what needs to improve and take **responsibility** for getting better. Through being **aspirational** and **discerning**, they will develop ambition guided by good judgement.

4. Roles and Responsibilities

Pupils

All pupils have the right to:

- Feel safe and valued
- Learn without disruption
- Be treated with dignity and respect

All pupils have a responsibility to:

- Treat others with kindness and respect
- Take responsibility for their behaviour
- Follow instructions and school routines
- Try to make better choices when mistakes are made

Staff

All staff have a responsibility to:

- Model the school's virtues at all times
- Build positive, trusting relationships with pupils
- Set clear expectations and apply them consistently

- Respond to behaviour calmly, fairly and proportionately
- Support pupils to reflect, repair and improve

Parents and Carers

Parents and carers have a responsibility to:

- Reinforce the school's virtues
- Follow the Parent's Code of Conduct
- Share in children's successes

We place strong emphasis on noticing and reinforcing positive behaviour.

Positive behaviour is recognised through:

- Verbal praise and encouragement
- Certificates and awards linked to school virtues
- Communication with parents and carers

Praise is specific and linked to effort, choices and values rather than outcomes alone.

6. Behaviour as Learning: Zones of Regulation

At The Willows, behaviour and emotional regulation are skills that can be taught, practised and strengthened over time.

We recognise that children need support to understand how they are feeling and how this affects their behaviour. To support this, we use the Zones of Regulation across the school.

The Zones of Regulation help children to:

- Identify how they are feeling
- Understand how emotions affect behaviour
- Learn strategies to regulate emotions
- Make choices that bring them back to a calm, ready-to-learn state

The Zones All feelings are valid, but not all behaviours are appropriate.	
Green Zone	Calm, focused, happy and ready to learn. This is where learning happens best.
Yellow Zone	Heightened emotions such as excitement, worry, frustration or silliness. Support may be needed to refocus.
Red Zone	Strong emotions such as anger, fear or distress. Adult support is required before learning can continue.
Blue Zone	Low energy emotions such as sadness, tiredness or boredom. Encouragement and support may be needed.

Children are taught strategies to help them move back towards the Green Zone, including:

- Visual prompts
- Calm Corners
- Breathing techniques
- Taking a short break

- Movement or sensory strategies
- Talking to a trusted adult
- Using calming resources

Adults model this language consistently.

Zones language is used alongside Good to be Green and Stop and Think so children understand:

- How they are feeling
- What choices they are making
- What they can do next to regulate and return to learning

7. Good to be Green

To ensure clarity and consistency, The Willows uses the Good to be Green behaviour system.

This system:

- Gives staff a shared, consistent approach
- Gives pupils clear and defined boundaries
- Helps parents understand what happens next

Every child starts each day on Green. All children also reset to Green after lunch.

Rewards within Good to be Green
We actively notice and reward positive choices linked to our virtues.

We use:

- Verbal praise and specific feedback
- Stickers and class recognition
- Virtues certificates
- Positive postcard messages home

Stages and Responses
Stage 1 – Warning
A clear reminder of the expected behaviour, linked to a school virtue.

Stage 2 – Stop and Think
Before a yellow warning card is given, a Stop and Think card will be used. Stop and Think is not a punishment. It provides a pause that helps children regulate emotions, reflect on choices and plan a better response in line with the Zones of Regulation.

Reflection focuses on:

- What am I feeling?
- What choice am I making?
- Which virtue can help me?
- What will I do next?

Stage 3 – Yellow Card
If behaviour continues, a yellow, warning card will be given. This is a formal, visual warning that behaviour needs to change.

Stage 4 – Red Card

If behaviour continues, a red card will be issued. A red card results in a sanction being imposed. Where behaviour continues, further sanctions will be imposed.

Immediate Red Card
Some behaviours require an immediate red card due to risk, harm or safeguarding concerns.

Sanctions
Appendix B refers to specific behaviours, restorative actions and appropriate sanctions.

Learning
Missed or insufficient work will be completed with an adult at break time in the classroom. The teacher responsible for the class at the time will use their professional judgement to identify when and how much time the child will spend completing missed or insufficient work.

Break and Lunchtime
Break and lunchtime are important parts of the school day and provide pupils with opportunities to develop social skills, independence and positive play.

Where children have received a Red Card, they will miss the appropriate amount of time from their next breaktime. This time will be spent with the relevant class teacher. During this time, children will be encouraged to reflect on their behaviour, how they can make things right and what they would do differently in the future. Each teacher will ensure children have time outside during each break or lunchtime as part of a healthy routine. This may result in children missing part of one or more break or lunchtimes.

All adults on duty are responsible for maintaining high expectations of behaviour and have full authority to apply the Good to be Green system. Staff actively supervise the playgrounds, intervene early in low-level disruption and use consistent language linked to the school virtues. Minor disagreements are resolved through restorative conversation and, where appropriate, the use of Stop and Think. Repeated disruption or unsafe behaviour will result in a Red Card and be recorded on the school's behaviour reporting system. Serious incidents must be referred immediately to a Key Stage Leader. Where pupils present in the Red Zone, emotional regulation is supported before consequences are discussed. Clear communication between duty staff and class teachers ensures continuity and consistency.

8. Supporting Pupils with Additional Needs

Some pupils require additional support to manage behaviour. Support may include:

- Individual behaviour plans
- Additional adult or pastoral support
- Adjustments linked to SEND needs
- External agency involvement

Expectations remain high, but responses are adapted to ensure fairness and inclusion. In these cases, specific support will be arranged and shared with all staff.

9. Extreme Behaviour

All incidents of racial, homophobic or bullying nature, violence to another, threatening and repeatedly disruptive behaviour will be referred to the Senior Leadership team to intervene and will be recorded on the school's behaviour reporting system.

If a child's behaviour has been out of control, violent or abusive to another adult or another child and/or the child/family refuse to engage with the school and its behaviour policy, this will result in a fixed term suspension between 1 and 5 days and will be logged as such. This can only be agreed by the Headteacher. The parent(s) and child must meet with the Headteacher to debrief the incident with the child upon return from the fixed suspension. All suspension and incidents will be logged, monitored by the SLT (Senior Leadership Team) and kept on the school's behaviour reporting system. Suspensions are also reported to the Local Authority.

Reasonable adjustments are always considered, particularly for pupils with SEND.

10. Suspensions

The Headteacher reserves the right to exclude children for disciplinary purposes who do not conform to our expectations of appropriate behaviour and will only do so following LCC Pupil Access Advice and in line with statutory guidance from the government.

Full details can be found in: Behaviour in Schools Guidance

11. Searching, Screening and Confiscation of Banned Items

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search.

The Headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. Members of staff have the power to use reasonable force, inline with current guidance, to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Any reasonable force is proportionate, recorded and reported.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- cigarettes/tobacco items/vapes/snus
- drug paraphernalia (including balloons, small gas canisters, syringes)
- fireworks
- indecent images

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place

and give them the opportunity to ask any questions. There will always be two members of staff present.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves

12. Behaviour Outside School

Although this policy mainly refers to behaviour on school premises, the school has the authority to respond to behaviour beyond the school gate where it is reasonable to do so.

This includes behaviour when a pupil is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- Otherwise identifiable as a pupil of The Willows Catholic Primary School

The school may also respond to behaviour online or outside school where it has an impact on:

- The safety or wellbeing of pupils, staff, governors or BEBCMAT employees
- The orderly running of the school
- The reputation of the school community

Any response will be proportionate, fair and in line with this policy. Where appropriate, parents and carers will be informed and restorative steps will be taken to repair harm and prevent recurrence.

13. Complaints and Concerns

Parents and carers are encouraged to raise concerns early so issues can be resolved collaboratively.

Concerns should be raised with the class teacher first, then senior leaders if needed. The school complaints procedure should be followed if concerns remain unresolved.

14. Monitoring and Review

The Headteacher and Governing Body are responsible for monitoring the effectiveness of this policy.

The policy will be reviewed annually to ensure it remains:

- Faithful to our Catholic mission
- Fair and consistent
- Effective in supporting all pupils

15. Final Statement

At The Willows Catholic Primary School, behaviour is not simply about what children do.

It is about who they are becoming.

Through faith, clarity and compassion, we guide our children to grow into young people of strong character, kindness and hopeful purpose.

Appendix A: Pupil Code of Conduct

At The Willows, we remember that we are all made in the image of God. We choose to live out our virtues each day.

We will:

Care about one another and help everyone feel safe and valued.

Work hard and make the most of every opportunity to learn.

Take pride in our work and celebrate our achievements with humility and gratitude.

Listen carefully to others and respect different opinions and feelings.

Speak truthfully and act with honesty, even when it is difficult.

Show kindness, compassion and forgiveness in our words and actions.

Treat everyone fairly and stand up for what is right.

Respect our school environment and look after the resources we use.

Recognise how we are feeling and use the Zones of Regulation to help us make good choices.

Stop and Think when we need to pause and reflect.

Take responsibility for our behaviour and try to put things right when we make mistakes.

Encourage and support others and make positive choices.

Appendix B: Behaviours and Sanctions

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<tr><th colspan="2">Level 1 Behaviours</th></tr>
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- Calling out
- Talking over others
- Talking at inappropriate times
- Interrupting
- Not listening to instructions
- Deliberately slow to follow instructions
- Not ready to learn
- Swinging on chairs
- Leaving seat without permission
- Wandering around classroom
- Fidgeting in a disruptive way
- Making unnecessary noises
- Making unnecessary mess
- Distracting others
- Playing with equipment
- Not lining up properly
- Running indoors
- Silly behaviour at inappropriate times
- Lack of effort
- Inappropriate comments
- Refusing to engage
- Avoiding work
- Inappropriate use of resources
- Low-level misuse of ICT
- Incorrect uniform

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Level 1 behaviours are low-level disruptions that affect learning or routines but do not cause harm. They are often impulsive, attention-seeking or linked to lack of focus rather than deliberate defiance.

At this stage, the adult response should be calm, clear and immediate. A reminder of expectations is given, linked to the relevant school virtue. Where appropriate, Zones language should be used to help the pupil identify how they are feeling and regulate.

Pupils are then given a Stop and Think card - allowing the opportunity to correct their behaviour straight away. If behaviour continues, a Yellow Card is issued in line with Good to be Green. The aim at Level 1 is prevention, redirection and supporting the pupil to return to the Green Zone quickly without escalation. Where behaviours are repeated following a Yellow Card, children will be issued with a Red Card.

Red Cards issued for Level 1 behaviours will result in children missing 5 minutes of their next break/lunchtime. Parents will be informed when a Red Card has been issued and incidents recorded.

Where a child receives three Red Cards in one week, the Class Teacher will invite the child's parents into school to discuss their child's behaviour and how, as a team, we can support the child to improve. The Class Teacher will use their professional judgement as to whether it is appropriate for the child to be part of the meeting.

Where subsequent meetings are required for Level 1 behaviours, the Learning Mentor will be invited.

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Level 2 Behaviours	

• Repeated, separate instances of Level 1 behaviours (3x red in one week)
• Deliberate non-compliance
• Refusal to complete work
• Refusal to follow instructions
• Refusal to line up
• Head or eye rolling
• Being rude e.g.
  o Sighing loudly
  o Muttering under breath
  o "You can't make me!" etc.
• Inappropriate body language
• Teasing
• Excluding others
• Mocking
• Imitating others in a hurtful way
• Using unkind language
• Throwing objects
• Slamming doors
• Minor damage to property
• Misuse of school equipment
• Pushing in queues
• Unsafe, rough play or play fighting
• Climbing where not allowed
• Deliberate disruption of collective worship
• Inappropriate behaviour during prayer
• Inappropriate use of online platforms
	Level 2 behaviours involve repeated instances of Level 1 behaviours or continued disruption, deliberate non-compliance or behaviour that impacts others emotionally or socially. These behaviours show escalation or intent and require a firmer response.
	
	The adult should intervene promptly and clearly. A Yellow Card should be used to support the pupil in understanding the impact of their behaviour.
	
	Incidents must be recorded and, depending on severity or pattern, parents may be informed. The goal at Level 2 is to prevent further escalation and to re-establish boundaries consistently. Where behaviours are repeated following a Yellow Card, children will be issued with a Red Card.
	
	Red Cards issued for Level 2 behaviours will result in children missing 15 minutes of their next break. Subsequent cards will increment this by 5 minutes.
	
	Where this results in missing break the following day, this will be explained to the child.
	
	Where a child receives three Red Cards in one week for Level 2 behaviours, the Key Stage Leader will invite the child's parents, the Class Teacher and the Learning Mentor to discuss their child's behaviour and how, as a team, we can support the child to improve.

Level 3 Behaviours	
• Pushing • Shoving • Tripping • Kicking • Hitting • Punching • Slapping • Spitting • Throwing objects at others • Threatening gestures • Intimidation • Cornering another child • Attempting to fight • Damaging property deliberately • Vandalism • Aggressive shouting • Swearing at another pupil • Answering back • Arguing with adults • Name calling • Teasing • Intentional damage to any property • Lying / dishonesty • Sharing unkind digital messages	*Level 3 behaviours involve physical aggression, intimidation or deliberate harm. These behaviours present risk to safety or emotional wellbeing and require immediate intervention.* *Adults must prioritise safety first. The pupil may be removed from the situation and supported to regulate before any consequence is discussed.* *Parents must be informed. Incidents must be recorded and monitored. Restorative work is required where appropriate. Patterns of Level 3 behaviour will trigger additional support or behaviour plans.* ***A Red Card will be issued immediately, and children will miss 45 minutes of break time. Children in EYFS and Year 1 will miss 25 minutes of their break time. Children will be given some of their break to ensure they have time outdoors. Where necessary, this may be spread across two days. These behaviours will be referred to the Deputy Headteacher and/or Headteacher.***

Serious Behaviours	
• Physical assault of a member of staff • Serious threat or violence • Swearing directly at staff • Leaving school premises without permission • Bringing banned items into school • Theft • Serious vandalism • Sexualised behaviour • Bullying • Recording staff or pupils without consent • Sharing harmful content online • Deliberate false allegation • Extreme defiance posing risk. • Threatening behaviour • Targeting a pupil repeatedly • Racist comments • Homophobic comments • Sexist comments • Disability-based ridicule • Religious discrimination • Cyber bullying • Coercion	*These behaviours are the most serious breaches of the behaviour policy. They involve significant risk, serious harm, criminal behaviour or safeguarding concerns.* *The Headteacher must be informed immediately. Parents will be contacted without delay. Incidents will be formally investigated and recorded.* ***Consequences will include suspension or, in extreme cases, permanent exclusion in line with statutory guidance. External agencies may be involved where required. Please refer to Appendix C.*** *Safety and wellbeing of the wider school community take priority. However, even at this level, the school will seek to balance accountability with appropriate support and reintegration planning where possible*

Appendix C: Escalation of Internal and External Suspension Process

The government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected.

To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

Only the Headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Appendix D: Relevant Documents and Government Guidance

Behaviour in Schools

- Behaviour in Schools - Advice for headteachers and school staff Feb 2024

Searching, Screening and Confiscation

- Searching, Screening and Confiscation

The Equality Act 2010 and Schools

- Equality_Act_Advice_Final.pdf

Keeping Children Safe in Education

- Keeping children safe in education - GOV.UK

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

- Suspension and permanent exclusion guidance

Restrictive interventions, including use of reasonable force, in schools

- Use of reasonable force and other restrictive interventions guidance

Supporting pupils at school with medical conditions

- Supporting pupils at school with medical conditions