



Care, grow and flourish in
God's loving hands.

St. Mary's C of E Primary School
Headteacher: Mrs M. Constantinou BEd
Littlegrove, East Barnet, Herts EN4 8SR
t: 020 8449 5856
e: office@stmarysen4.barnetmail.net
www.stmarysen4-barnet.co.uk

RELATIONSHIPS, COMMUNICATION AND BEHAVIOUR POLICY 2025 - 2026

VISION

Care, Grow and Flourish in God's Loving Hands

The theological underpinning of our school vision is the Parable of the Mustard Seed—Matthew 13:31-32

Jesus told them another parable: "The Kingdom of Heaven is like this. A man takes a mustard seed and sows it in his field. It is the smallest of all seeds, but when it grows up, it is the biggest of all plants. It becomes a tree, so that birds come and make their nests in its branches.

Mission:

- We will recognise every child as precious and unique
- We will 'live' Christian values in our daily lives within a caring Christian environment
- We will enable every child to make the very best progress and growth through excellent teaching and we will deliver an inspirational curriculum to encourage them to flourish.
- We will work in partnership with children and families to promote growth, confidence and self esteem
- We will prepare children to confidently face the challenges of growing up in the 21st Century
- We will provide children with an understanding of local, national and global communities and faiths.
- With St Mary's Church, Brookside Methodist, and other local churches, we will further develop understanding of Christian values in action through worship.

Our [Safeguarding Statement of Intent](#) is available on our website.

Relationships, Communication and Behaviour Policy Context:

- St. Mary's Primary is a highly inclusive school, with a genuine commitment to valuing each child as a precious and unique child of God.
- The curriculum and school ethos serves to enhance the self-esteem of all pupils and to provide a learning environment in which each individual is encouraged to grow and flourish.
- At St. Mary's Primary School, we demonstrate mutual respect between all members of the school community.
- Our school vision is the bedrock of 'how to be'. Christian values are taught and embedded into our expectations of pupils and staff.
- This policy is centred around restorative practice principles.

Approved by:	Full Governing Body	Date: 21.1.26
Last reviewed on:	20.11.24	Next review: Jan 2027

1. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Suspension and permanent exclusion guidance](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

2. Positive Communication:

- At St Mary's, we view behaviour as a form of communication. We believe that children express themselves through their actions, and understanding this communication is essential for providing meaningful support. By recognising behaviour as a way for children to convey their needs, emotions, or challenges, we strive to create an environment where open communication is enabled.
- Our aim is to empower children with the skills to express themselves effectively, not only verbally but also through their actions.
- By promoting healthy communication, we can better understand pupils' individual needs, concerns, and aspirations. This approach enables us to offer the necessary support, guidance, and resources to help each child thrive academically, socially, spiritually and emotionally.
- Emphasising the significance of behaviour as a form of communication aligns with our commitment to fostering a compassionate and inclusive community where every child is understood, valued, and supported in their unique journey of growth and development.
- At St Mary's, every individual will be provided with equitable and inclusive opportunities, respecting gender, ethnicity, disabilities, cultural and religious background. In our school, we recognise that everyone may make mistakes and this is a significant part of the learning process.
- We know that God's love urges us on to care for each other and strive for excellence in everything we do and our aim is to ensure that we can:
 - take responsibility for our mistakes
 - take steps to repair harm caused,
 - show forgiveness towards others
 - grow, flourish and live a full life.
- In all aspects of school life good relationships, communication and pro social behaviour are encouraged. We expect an appropriate standard of behaviour in all areas of the school and playground, when moving around school and on school visits. We also encourage good social communication ensuring we are respectful of the wishes of others.

3. Expectations of Behaviour and Communication

At St Mary's, relationships are at the core of our work. We have high expectations for behaviour and we expect all children to adhere to the following:

We believe in these 3 fundamental rights

- The right **to learn**
- The right **to be safe**
- The right **to be respected**

These rights are based on the following core aims, underpinned by the teachings of the Gospel:

- We are compassionate and caring.
- We are respectful of others.
- We are stewards of our environment.
- We believe in restoration, reflection and learning from our mistakes.
- We treat others in the way we want to be treated.
- We build relationships based on trust.
- We disagree well
- We celebrate difference

These expectations will be clear and understood by all pupils and staff members, bringing unity, consistency, fairness and predictability to our communication and restorative practice in school.

4. Restorative Practice Principles:

Restorative practice is a way of working, underpinned by evidence and theories drawn from social science to create a positive climate where all individuals can thrive, through the formation and nurturing of outstanding relationships and the development of a cohesive community;

Improved relationships lead to a reduction in the number of incidents that negatively affect the goals, values, attainment, ambitions and wellbeing of individuals, and the wider community and when they do occur, restorative approaches prioritise:

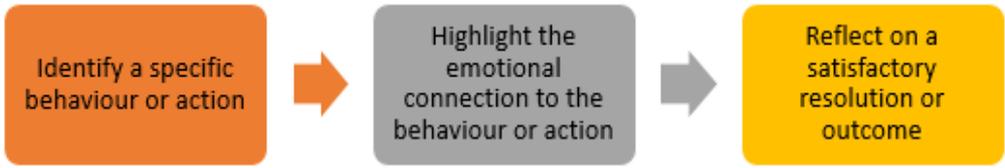
- The voice of those affected and harmed;
- Repair of harm;
- Restoration of relationships;
- Reconnection with the community.

Our St. Mary's Restorative Culture is underpinned by:

- Understanding the needs of our community
- Putting Christian values to work
- Embedding a shared vocabulary
- Building, maintaining and repairing high quality, mutually beneficial relationships
- Creating safety and security
- Relentless positivity
- A sense of belonging and connectedness

Affective Language:

We will use affective language as a way of clarifying the impact of behaviour on others. It can make challenging conversation easier to navigate and also provides a framework for positive engagement.

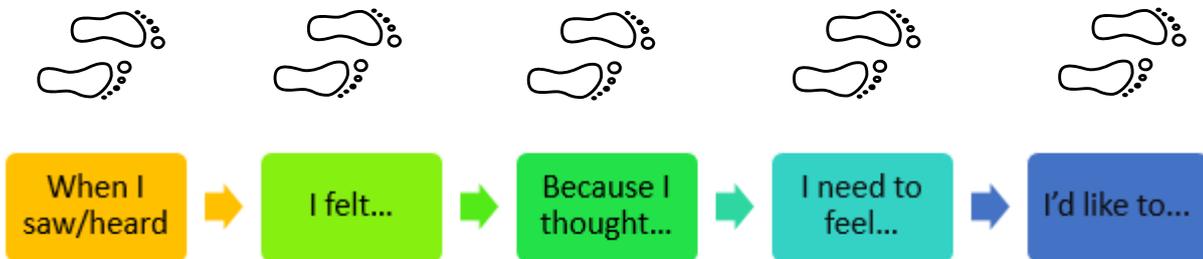


Examples of affective language in use:

'When you speak when I am teaching, I feel frustrated because it stops others from learning too. I need you to listen but please do put your hand up if you need help.'

'Thank you for offering to carry the equipment to the classroom without being asked, I am really proud of you. It means we can start the lesson with everything that we all need now!'

We have developed affective language footsteps for the children to use either in conversations with each other or with a member of staff. This helps to identify the issue, engage with the emotion and reflect on a restorative way forward:



We have a parallel system in use for younger children or those with additional needs:

Broke something	Scribbled something	Hurt an adult	Hurt a child	Being unkind	Worried	Fidgety	Confused	Angry	Sad	Me	A friend	A teacher	My class	My mum
Unsafe	What Happened?			Not being respectful	Annoyed	What were you thinking or feeling?			Silly	My dad	Who has been affected?			Other children
Using inappropriate language				Being disruptive	Scared				Embarrassed	My family				My siblings
Not listening to instructions	Threw something	Ran off	Ruined work	Something different	Nervous	Bored	Furious	Lonely	Something different	People in the community	Animals	Everyone	Another adult	Someone else
Move away	Ask for a break	Go to my calm space	Ask for help	Get a fidget toy	Sad	Sorry	Guilty	Annoyed	Embarrassed	Make a card	Write a letter	Talk to someone	Say sorry	Fix something
Tell someone how I feel	Next time I will...			Count to 10	Worried	How do you feel now?			Nervous	Have thinking time	What needs to happen to put things right?			Tidy up
Play with someone else				Be respectful	Hungry				Tired	Make a change				Clean something
Make a good choice	Take deep breaths	Listen carefully	Remember the rules	Something different	Unsure	Calm	Better	Okay	Something different	Make a plan	Practise	Finish my work	Hug	Something different

These questions are fundamental to supporting children with reflecting and also feature in the time out reflection sheet. See appendix 1.

5. Zones of Regulation

The 'Zones of Regulation' is a framework that helps children understand and manage their emotions. It divides emotions into four colour-coded zones:

- Blue Zone (Low Energy): Feeling sad, tired, unwell or bored.

- Green Zone (Just Right): Feeling calm, happy, and focused.
- Yellow Zone (Heightened Emotions): Experiencing frustration, excitement, or anxiety.
- Red Zone (Extreme Emotions): Feeling angry, scared, or overwhelmed, over excitement.

We teach the children about these zones which helps them recognise their emotions and provides tools to regulate them. It encourages self-awareness and emotional control, fostering a healthier emotional environment for learning and social interactions. We will encourage parents to also use them at home.



6. How we will work in partnership:

Governors and Senior leaders > Staff > Pupils > Parents/Carers

The governing body and the senior leadership team:

St. Mary's governing body is responsible for reviewing and approving this policy in conjunction with the headteacher and senior staff. St. Mary's governors will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher and senior leaders will ensure that the school environment encourages positive communication and that staff implement this policy consistently.

Pupils at St Mary's school will demonstrate the fundamental 3 rights as follows:

- Showing respect, compassion and care for others
- Learning from mistakes through reflection and restoration
- Disagreeing well
- Celebrating difference
- Showing care and respect for our environment
- Understanding and demonstrating personal boundaries
- Always trying to demonstrate Christian values in their communication and conduct

- The right to learn
- The right to be safe
- The right to be respected

Members of Staff at St. Mary's will:

- Get to know the children they are working with and use this to foster positive relationships.
- Recognise and highlight pro social behaviour that adds value to our school community.
- Encourage all children and adults to communicate well.
- Explain and demonstrate the pro social behaviour we wish to see.
- Investigate any incidents carefully and listen to all sides using the restorative practice principles.
- Let parents and carers know about their children's good learning and pro social behaviour.
- Incentivise children for good manners, learning and communication.
- Demonstrate Christian values in their communication and conduct

Parents and carers at St. Mary's will:

- Work in partnership with the school to support their child to flourish
- Ensure their child arrives at school in good time every day and with the correct clothing and equipment.
- Ensure their child has the opportunity to eat breakfast

- Treat school staff and other school families with respect
- Model good communication to their child
- Attend parent consultation meetings and discussions about their child's progress
- Notify the school of their child's needs or any support they may need
- Always try to demonstrate Christian values in their communication and conduct

7. Policy in Practice:

Actions will be taken if pupils' behaviour begins to impact on our 3 fundamental rights:

- The right to **learn**
- The right to **be safe**
- The right to **be respected**

Staff will use their own professional judgement about the situation and, in line with the following level staged approach, every child will be given the opportunity to modify their behaviour first:

Level 1 – an alert

A verbal 'alert' will be given to the child. The adult will say 'this is an alert' and tell them why. This is to support the child and prevent it from happening again. They will be reminded of our expectations in line with our aims and all pupils' rights. Examples of when a child might receive 'an alert':

- if they are talking at the wrong time (not observing the right for everyone to learn)
- if they are stopping others from learning (not observing the right for everyone to learn)
- they disrespect a peer or adult e.g. being uncooperative, being unkind (not observing the right for everyone to be respected)

Staff members handling incidents have the authority to apply appropriate next steps at the time e.g. 'please pick up the book you knocked to the floor', 'you will need to miss 5 minutes of playtime to make up for lost learning time'.

The expectation is that for the majority of pupils making them 'alert' will be sufficient for a change in their behaviour.

Level 2 – Regulation time

After they have had an alert but the behaviour continues, children will be supported to re-regulate themselves. This could be stepping out of class for a moment, drinking water, going to the class reflection area or another space in class etc.

This will hopefully help them start again and be ready to learn and allow others to learn. When needed, some children may need help to manage their emotions and actions with guidance from adults and peers. Some children will be taken to a separate space in school to re-regulate as required.

They will be encouraged to use this time to think about how they can change the way they were communicating before going back to their learning.

Level 3 – time out

Children can reach this level of time out in a number of ways:

- a) If they have already had 'an alert' and a 'regulation time' opportunity but are still presenting in a way that compromises the 3 fundamental rights
- b) They can be fast tracked to this level if a child has behaved in an unsafe way e.g. that had led to another child or staff member being hurt or has led to a risk of being hurt
- c) They can be fast tracked to this level if a child has used explicit, racist, sexist, homophobic or discriminatory behaviour or language

At Level 3, children will be sent to speak with the SENCO, deputy headteacher or headteacher.

- During this time, they will explain the incident themselves to the adult so their voice is heard, and to speak with anyone else affected. Relevant next steps will be put in place to address any challenging behaviour. This will be a restorative conversation using the affective language footsteps or visual equivalent system to structure the conversation in a consistent way. Children will be encouraged to identify the values they are not displaying through their behaviour and the impact this has had on others. The discussion will focus on repairing harm, building relationships and fostering a positive and inclusive school community.
- The child will then fill in a 'time to reflect' sheet which uses the same language as the conversation. Younger pupils or those with additional needs will be able to circle images on the sheet in response. This will be returned to the teacher and placed in the class folder.
- Details will be recorded on our internal CPOMS system (where we log more significant behaviour incidents)
- Parents will be notified to help support the process.
- There are occasions when behaviour at this level may lead to a suspension or exclusion (see Suspension and Exclusion policy)

Serious incidents or repeated patterns of challenging behaviour are discussed with the SENCO and senior leadership team. The SENCO or Deputy Headteacher will meet with the class teacher to discuss the possibility of further support for the children and their family. See appendix 2 for a visual summary. Class teachers will keep a log of instances where a child has needed an alert, regulation time or time out.

Continuum of Communication:

Communication	Sanctions
<ul style="list-style-type: none"> • calling out • making noises deliberately • not listening to/following instructions • distracting others • disrespect to adults/peers • answering back • name calling • throwing things • deliberately damaging someone's property • behaviour which stops others learning 	<ol style="list-style-type: none"> 1. Alert 2. Regulation Time 3. Level 3 Time Out
<p><i>A persistent combination of any of the above may lead to suspension or exclusion.</i></p>	
<ul style="list-style-type: none"> • hurting others • leaving classroom/ school premises without permission • threatening aggression or violence • extreme aggression • swearing • verbal bullying (including use of racist, sexist or homophobic or discriminatory language) • Sustained bullying 	<p>Straight to Level 3 Time Out and/or Suspension: This will be for any length of time from 1 day to 5 days and will only be taken as a last resort.</p>

Yellow and Red Cards:

All staff carry yellow cards on their lanyards. These are to be sent in to a member of SLT to come to the playground if required e.g. if a child has reached Level 3 and needs time out.

All classrooms have a red card system. These are to be sent in to a member of SLT to come to the playground if required e.g. if a child has reached Level 3 and needs time out.

In both instances, the cards are used to avoid staff having to leave the location they are in, and particularly if the child needing SLT is dysregulated.

Ongoing concerns:

Where there are ongoing concerns, next steps will be determined on an individual basis e.g. If a child shows repeated signs of unsafe communication that could result in temporary suspension from the classroom until contact has been made with parents and next steps are put in place to ensure safety of the child, their peers and staff.

A risk management plan or reduced timetable may be put into place depending on the situation; this will be in consultation with parents and carers. Discussions will also be had with the SENCO to consider if a referral is needed or if other types of support may need to be put in place.

8. Managing lower level conflict: Restorative conferencing

There are times when children need adult support to manage conflict in their relations. A restorative conferencing process brings together individuals who have been involved in a conflict to engage in open and honest communication e.g. a disagreement at play time.

The goal is to repair relationships, understand the impact of actions, and work collaboratively toward resolution. In this structured conversation, facilitated by an adult, participants express their feelings, share perspectives, and collectively determine how to move forward positively. It emphasises accountability, empathy, and mutual understanding, taking responsibility for actions, promoting a sense of community and restoring trust among those involved.

We will use the affective language footsteps or visual equivalent system to structure the conversation in a consistent way.



Escalating the conference:

If an incident has had to be escalated to senior staff because a resolution cannot be met as part of the restorative conferencing, then the incident will be dealt with by a deputy head or the headteacher. In this instance, it will be recorded on our internal CPOMS system (where we log more significant behaviour incidents).

At times, children may need to fill out a 'time to reflect' sheet to give them time to think and reflect on their actions/communication. This also helps to engage the children in emotion, communication and impact.

Thinking time is crucial for effective restorative practice for several reasons:

Reflection and understanding:

- Thinking time allows individuals to reflect on their actions, consider the impact on others, and gain a deeper understanding of the consequences of their behaviour.

Emotional Regulation:

- Taking time to think enables emotional regulation. It allows individuals to process their emotions, reducing the likelihood of impulsive reactions during the restorative justice process.

Preventing Reactivity:

- Without sufficient thinking time, participants may respond defensively or impulsively during a restorative justice conference. Taking a pause promotes thoughtful and constructive communication.

Encouraging Accountability:

- Providing individuals with the opportunity for thinking time encourages a more genuine acceptance of responsibility for their actions. It allows them to consider how their communication and behaviour aligns with the Vincentian Values.

Effective Communication:

- Participants can better articulate their thoughts and feelings when given time to think, leading to more meaningful and productive discussions during the restorative justice process.

Empowering Process:

- Thinking time empowers individuals to actively engage in the resolution process. It allows them to bring well-considered perspectives and potential solutions to the table.

9. Suspension and Exclusion:

- Suspension is when a pupil is removed from the school for a fixed period.
- As a Church of England School and in accordance with our agreed Mission Statement, Aims and Values, we will seek to exhaust all possibilities to avoid exclusions.
- Suspensions may be agreed between any 2 members of the leadership team, one of whom will usually be the Head teacher. If the Head teacher is not in school, she will be contacted. The Chair of Governors and Local Authority will be informed. Suspension is always a last resort.
- The Head teacher and /or members of the Leadership team have the right to take immediate action in the case of any serious incident.

Senior staff may decide to suspend a pupil when it has been established that:

- The pupil has seriously breached the school's policy.
- If the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

Where a child is experiencing exceptional difficulties, a support programme, will be implemented by the Head, SENCO, school staff and parents/carers. Advice may be sought from the Local Authority, Educational Psychologist, or other agencies who may be invited to observe individual children. External staff may be invited to attend subsequent meetings to offer support and advice to school staff and parents on managing specific difficulties.

- Exclusion is when a pupil is removed from the school permanently and taken off the school roll. This will be implemented in very extreme cases as decided by the Head teacher.
- Exclusion is not our approach; instead, we strive to understand, guide and nurture each child to ensure their success and well-being. We aim to focus, understand and address any challenges to create a positive and nurturing environment for all pupils.

Further information can be found in our Suspension and Exclusion Policy on the school website.

10. Special Educational Needs and Disabilities:

- Our school is committed to providing an inclusive and supportive environment for children with Special Educational Needs and Disabilities (SEND). We recognise that every child is precious and unique and may require specific adjustments and variations in approach to address their individual needs e.g. the way that language is used, specific visual communication resources. Specific strategies are likely to be listed in professional reports or specific support plans.

- We acknowledge that children with SEND may display a wide range of behaviours to communicate. Our approach focuses on understanding the unique needs of each child and tailoring our support accordingly.
- The SENCO will involve parents, teachers and other relevant professionals in developing and implementing support plans where needed. This collaboration ensures a holistic understanding of the child's needs and a consistent approach.
- By implementing specific strategies, we aim to create a safe, nurturing and inclusive learning environment that empowers children with SEND to reach their full potential while receiving the specialised support they require.

11. Use of reasonable force:

If a child is intentionally causing harm to themselves, others or property, school staff will use reasonable force only if necessary to protect themselves and others from causing damage or disruption.

Reasonable force includes physical restraint such as standing between pupils, blocking a pupil's path or active physical contact such as leading a pupil by the arm out of the classroom.

Please note that all members of school staff have a legal power to use reasonable force but will avoid using it if possible.

Staff may use reasonable force to prevent a pupil from:

- 1. Hurting themselves e.g. Running into traffic, self-harming, unsafe climbing or jumping
- 2. Hurting others
- 3. Damaging property that could cause harm
- 4. Seriously disrupting good order and discipline where the disruption poses a risk to safety

12. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, isolating, ostracising.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Gender related	Taunts about personal sexuality including male, female, lesbian, gay, bi or transsexual.
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit or implicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or stereotypes, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying can be:

- Ableist: Bullying based on another's attainment or perceived attainment
- Ageist: Bullying based on age or perceived maturity
- Disablist: Bullying based on another's special educational needs, illness or disability or perceived special educational needs, illness or disability
- Gender or gender identity based: Bullying based on another's gender, gender identity or perceived gender or gender identity
- Homophobic or Biphobic: Bullying based on another's sexuality or perceived sexuality
- Racist: Bullying based on another's ethnicity, nationality or skin colour or their perceived ethnicity, nationality or skin colour
- Religious: Bullying based on another's religion or perceived religious background
- Sexist: Bullying based on another's sex or sexist attitudes used to demean a sex
- Socio-economic: Bullying based on another's social status or perceived social status

Bullying can take place in person or online: through social networking sites, messaging apps or gaming sites. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy on our website.

13. Rewards:

Staff will always be looking for Pro-social behaviour and communication that demonstrates our school vision. Children will be rewarded in different ways:

- Praise: Our emphasis is constantly on praise. Pro-social behaviour is specifically acknowledged e.g. *thank you for helping your friend when they were hurt. That showed great care.*
- House points: These can be given to individuals or groups. Class teachers will have age appropriate systems for recording individual and house totals. Each class will have a weekly house winner which will be announced in worship, and the houses should be awarded 4, 3, 2 or 1 point in order of merit. The totals will accumulate over half a term so that there are 6 opportunities across the year for a winning house. Children can be given house points at any time of the school day and by any member of school staff. House points are awarded for specific reasons e.g. effort in learning demonstrating growth, kindness to others demonstrating care, commitment overtime demonstrating flourishing.
- Texts, emails or phone calls home to parents/carers
- Special responsibilities/privileges
- Mentions in Specials worship for effort, achievement or demonstration of the school's vision and Christian values. Every week, staff are invited to nominate between 1 and 3 children in Specials worship. Class teachers note any children in their own class mentioned by other staff for their individual records.

14. Banned items, Confiscation and Searches

To ensure the safety of all pupils and adults at school, we are authorised to confiscate any items if it is lawful. Parents will be contacted and safeguarding procedures will be followed depending on the severity of the situation.

Banned items - if we feel any items may jeopardise the safety of others or themselves, the items will be taken from the pupil without notice. A staff member is able to search a child with their permission. Another staff member would be present and it would be authorised by the headteacher. For example: According to Section 93 of the Education Act 2011, we have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if we believe there is good reason to do this. We will inform parents if this occurs.

15. Messaging or Online communication

Many online communication incidents amongst young people occur outside of school hours therefore parents are responsible for this communication.

We will only investigate any concerns that will affect the school culture or a child's safety or wellbeing. We will listen to all of the children's accounts who are involved and we will review and put next steps in place if a child's online communication is threatening, causes harm to themselves, another pupil or if it could affect the reputation of the school.

We collaborate closely with the pupil and their family regarding these issues and greatly value parental support, particularly if a next step needs to be extended to the home environment.

16. Parental Consultation

- Communication is the key to solving any behavioural or communication difficulties and we recognise that times of stress in a child's life can affect the ways they communicate. These could be related to family separation, illness, bereavement, a new addition to the family, moving house or another significant event in the family for example.
- We ask parents to keep the school aware of any significant events in their child's life so that we can support the child effectively.
- Parents will be informed by telephone/email/face-to-face only if a child is displaying unusual negative behaviour traits and is not modifying despite repeated opportunities, or for serious incidents e.g. bullying or endangering others. However, day to day misdemeanours will not necessarily be reported as children should be allowed to learn from mistakes, reflect and move on in line with the Christian values and Restorative Practice approach.

17. Training

Our staff are provided with training on building relationships and managing conflict, including proper use of restraint where required, as part of their role.

Learning about relationships and communication also forms part of continuing professional development. Where a pupil's communication is a result of an underlying special educational need, relevant training will be provided to support staff understanding of appropriate support.

18. Links with other policies

This behaviour policy is linked to the following policies:

- Equalities policy
- Safeguarding policy
- Special Educational Needs and Disabilities policy
- Anti-Bullying Policy
- Suspension and Exclusions Policy



APPENDIX 1

TIME TO REFLECT |

At St. Mary's remember that we all have:

- The right to learn
- The right to be safe
- The right to be respected

My name.....

My Class.....Today's date.....

You are here because you need to take time out to think.

Broke something	Scribbled something	Hurt an adult	Hurt a child	Being unkind
Unsafe	? What Happened?			Not being respectful
Using inappropriate language				Being disruptive
Not listening to instructions	Threw something	Ran off	Ruined work	Something different

What happened? You can circle a picture or write something below:

Worried	Fidgety	Confused	Angry	Sad
Annoyed	What were you thinking or feeling?			Silly
Scared				Embarrassed
Nervous	Bored	Furious	Lonely	Something different

What were you thinking or feeling at the time? You can circle a picture or write something below:

Me	A friend	A teacher	My class	My mum
My dad	? Who has been affected?			Other children
My family				My siblings
People in the community	Animals	Everyone	Another adult	Someone else

Who has been affected? You can circle a picture or write something below:

Make a card	Write a letter	Talk to someone	Say sorry	Fix something
Have thinking time	What needs to happen to put things right?			Tidy up
Make a change				Clean something
Make a plan	Practise	Finish my work	Hug	Something different

What needs to happen to put things right? You can circle a picture or write something below:



How do you feel now? You can circle a picture or write something below:



What will you do next time? You can circle a picture or write something below:

Is there anything else you would like to say or write while you're taking time to reflect?

APPENDIX 2 – A VISUAL

SUMMARY OF THE POLICY IN PRACTICE – This poster will be displayed in classrooms.

1



**Level 1:
An alert**



**Level 2:
Regulation time**



**Level 3:
Time out**

Care, Grow and Flourish in God's Loving Hands

