Corringham CE Primary School

Relational Behaviour Policy

Our School Vision

At the heart of our school is our Christian vision:

"Learning to value ourselves, others and our world."

This vision underpins all aspects of school life and shapes our approach to behaviour, relationships and wellbeing. We believe every child is uniquely created, valued and loved, and that learning happens best within a community where children feel safe, respected and encouraged to flourish.

Our behaviour policy reflects our commitment to developing the whole child — academically, socially, emotionally and spiritually — enabling pupils to live well together and contribute positively to their community and the wider world.

Our School Values

Our vision is lived out through our six core Christian values:

- **Thankfulness** – appreciating what we have, recognising effort and showing gratitude to others
- **Community** – caring for one another, belonging and working together
- **Courage** – being brave enough to try new things, make mistakes and stand up for what is right
- **Perseverance** – continuing to try, even when learning or relationships are challenging
- **Trust** – building honest, respectful relationships and feeling safe to ask for help
- **Compassion** – showing kindness, empathy and understanding towards others

These values are explicitly taught, modelled by adults and reinforced through daily interactions, collective worship, assemblies, class discussions and restorative conversations.

Values in Action

Our values inform how we expect everyone in our school community to behave. Pupils are supported to:

- Show **thankfulness** by recognising the efforts of others and caring for school resources
- Act as a **community**, supporting and including others in learning and play
- Demonstrate **courage** by taking risks in learning and expressing emotions appropriately
- Use **perseverance** to overcome difficulties and regulate their behaviour
- Build **trust** through honesty, respect and following agreed boundaries
- Show **compassion** by understanding the feelings of others and repairing relationships

Staff, governors and parents work together to support pupils in understanding and living out these values through consistent modelling, language and expectations across the school.

Vision, Values and Our Relational Approach

Our relational approach to behaviour is rooted in our Christian vision of **learning to value ourselves, others and our world**. We recognise that children learn best when they feel:

- Valued as individuals
- Safe within a trusted community
- Supported to reflect, repair and grow

By focusing on relationships first, we enable children to develop self-regulation, resilience and responsibility, preparing them for life beyond our school

The Three Key Principles of Our Relational Approach

1. Developing Relationships

Adults build relationships by:

- Being predictable, reliable and trustworthy
- Providing emotional safety through calm tone, body language and facial expression
- Helping children understand and manage their emotions
- Maintaining clear boundaries matched to a child's emotional state
- Anticipating triggers and supporting children through change

- Making time to connect with children and understand their interests

2. Responding and Calming

We recognise that children may struggle to regulate their emotions and that co-regulation is a vital skill.

Adults support regulation by:

- Remaining calm and reflective
- Assessing both their own emotional state and the child's
- Using PACE principles: **Playfulness, Acceptance, Curiosity and Empathy**
- Reducing sensory overload where possible
- Offering quiet spaces, breathing techniques or trusted adult support

3. Repairing and Restoring

When difficulties occur, our focus is on restoring relationships and learning from mistakes.

Restorative conversations help children to explore:

- What happened
- How they were feeling
- Who was affected
- How the harm can be repaired
- What support is needed moving forward

Adults reflect on incidents using CPOMS and consider how unmet needs can be addressed.

Support for All Pupils

Relational practices for all pupils include:

- Emotion coaching
- Predictable routines and clear expectations
- Restorative conversations
- PSHE and RSHE lessons
- Whole-staff training and wellbeing support

Some pupils may require additional targeted support, including:

- ELSA support – From Summer 2026
- Small group interventions

- Nurture spaces or trusted adults

Where needed, external support may be sought.

Lunchtime and Playtime Provision

We recognise that playtimes are an important part of children's wellbeing and social development.

Healthy Playgrounds Scheme

Our playground is zoned to support different needs:

- **Active zones** for ball games and physical play
- **Free play zones** for imaginative and social play
- **Quiet zones** for calm activities and reflection

Wellbeing Garden

Children may access the wellbeing garden during lunchtimes as a quiet space for reflection, calm play or gardening activities. This supports emotional regulation and wellbeing. A member of staff is employed to support in this area on a daily basis during lunchtimes and during protected times during the week so that identified pupils can access this safe space.

Coronation Book Cabin

The Coronation Cabin aka. the book cabin - provides children with access to books during playtimes, encouraging reading for pleasure and offering a calm alternative to physical play.

Managing Low-Level Disruption

Low-level disruption is managed through:

- Positive relationships
- Clear expectations
- Calm, regulated adult responses
- Restorative conversations
- Support for transitions and change

Rewards

Positive behaviour is recognised and celebrated through:

- Pennies – (KS1 only)
- Star of the Week
- Whole-class rewards and celebrations
- Team points

Sanctions

Most behaviour is managed through relationships and restorative practice. Where sanctions are required, they are:

- Proportionate
- Individual
- Focused on learning and repair

Serious incidents may result in more formal sanctions, including exclusion, in line with DfE guidance.

Use of Professional Judgement and Parental Communication

In recognition of the individual needs of our children, the school may choose to inform parents through:

- A letter
- A telephone call
- A face-to-face conversation

Red and Yellow Card System

At Corringham, we use a red and yellow card system to ensure that behaviour incidents which require adult awareness are communicated clearly and consistently with parents and carers.

This system supports our relational approach by:

- Ensuring key information is shared calmly and appropriately
- Reducing the need for hurried conversations at the school gate
- Encouraging partnership between home and school in supporting children's behaviour

In some cases, the red and yellow card system may not be the most appropriate or effective response. While incidents will always be logged, the use of a red or yellow card may not be beneficial for all children, particularly where additional needs or vulnerabilities are present.

Our approach remains relational, restorative and child-centred, with the focus on understanding behaviour, repairing relationships and supporting positive change.

Yellow Cards

A yellow card is issued for mid-level behaviours that require adult intervention, such as:

- Fighting where the child has been provoked
- Repeatedly not following adult instructions after reminders
- Defiant or disrespectful behaviour

If a child receives two yellow cards within a five-day period, this will be recorded as a double yellow, indicating a pattern of behaviour that may require additional support.

Red Cards

A red card is issued for high-level behaviours, including:

- Serious or unprovoked fighting
- Racist or discriminatory behaviour

If a child receives a third incident within a short period, this may also result in a red card.

A red card informs parents of the serious nature of the incident and may request a meeting with school staff, where appropriate, to work collaboratively on next steps and support strategies.

Purpose of the System

The red and yellow card system is not intended to be punitive. Instead, it:

- Clearly communicates concerns to parents
- Identifies patterns of behaviour early
- Supports restorative conversations with children
- Strengthens home–school partnership

All incidents are followed up with restorative discussions in school to help children understand the impact of their actions and to support positive change.

Exclusion from School

At Corringham we follow the exclusions from maintained schools, academies and PRU in England document, August 2024.

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

Exclusions from school are very infrequent and are seen as a last resort. The types of exclusion are:

• Suspension (formally known as fixed period exclusions) - when a child is given a definite date to return to school

• Permanent Exclusion- when a child does not return to the school again.

• Suspension (formally known as fixed period exclusions) at lunchtime – when a child is not on the school premises during the lunchtime break

Monitoring and Recording

Behaviour incidents are recorded on CPOMS and monitored by senior leaders to identify patterns and provide appropriate support.

Roles and Responsibilities

- **All staff** share responsibility for behaviour and wellbeing
- **Governors** support and review this policy regularly

Appendix A: Behaviour Decision-Making Guidance (Red / Yellow Card System)

This appendix supports staff in making consistent, fair and relational decisions when responding to behaviour incidents. Professional judgement should always be used, taking into account the individual needs of the child and the context of the incident.

Behaviour Type	Higher-Level Indicators (+)	Lower-Level Indicators (–)	Additional Factors to Consider
Hurting Another Person	• Planned or retaliatory behaviour • Kicking, biting or repeated physical aggression • Injury occurs • Victim is vulnerable (e.g. younger child, SEN)	• Behaviour is provoked • Single push or shove • No injury	• SEN or additional needs • Pattern of repeated incidents • One-off incident
Damage to Property	• Deliberate or planned damage • Damage caused as revenge • Property belonging to a vulnerable child damaged	• Behaviour is provoked • Single reckless or impulsive action • No pattern of damage	• SEN or additional needs • Repeated incidents • One-off incident
Outburst / Defiant Behaviour	• Behaviour continues after being asked to stop • Disrupts learning or affects others	• Behaviour is provoked • Stops immediately when asked	• Emotional regulation needs • Frequency of behaviour • One-off incident
Prejudice and Discrimination	• Deliberate intent to offend or harm • Repeated incidents • Racist or discriminatory language used	• Misunderstanding of language or terminology • Stops immediately when challenged	• Developmental understanding • Previous incidents • Context and intent

Important Guidance

- **All racist incidents must be reported immediately to the Headteacher**, or to the senior teacher in their absence, in line with statutory guidance.
- All incidents are **recorded**, whether or not a red or yellow card is issued.
- The **red and yellow card system may not be appropriate for all children**, particularly those with additional or SEND needs.
- In some cases, parents may be informed via **letter, telephone call or face-to-face conversation** rather than a card.
- The purpose of this system is to **support understanding, repair relationships and promote positive behaviour**, not to punish.