

Relationships and Behaviour Policy

'Show yourself in all respects to be a model of good works.' Titus 2.7



Status: Statutory Staff Lead: Headteacher

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St Mary's Catholic Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Mission Statement: Christ is at the centre of St Mary's as we strive to nurture and care for all people by encouraging them to **Believe, Succeed** and **Soar** within God's love to achieve the very best that they can.

WE BELIEVE, WE SUCCEED, WE SOAR.

Introduction

St Mary's is a loving, caring school community rooted in the Gospel values of:

Hope, Mercy, Love, Faith, Peace and Community.

Children are taught to love and care for each other and to be proud of their school. Children are expected to do their best at all times, to take pride in their behaviour and in their attitudes towards their learning. There is a focus on positive relationships, consistency, high standards, boundaries, praise and reward. We actively develop a positive and growing self-esteem in our children and provide a wide range of experiences in order to stimulate their interests and imaginations. We recognise that sometimes the wrong choices are made resulting in unacceptable behaviour. On such occasions, the children are encouraged to acknowledge their mistakes and to take responsibility for their actions. The emphasis is on forgiveness, the chance to learn from the mistakes made and to start again. In this way, all pupils are enabled to live like Jesus and to grow in Christian maturity.

Aims

- To make the Catholic faith the foundation of our culture.
- To create culture of respect and understanding where children feel happy and secure.
- To promote responsibility, tolerance and forgiveness.
- To promote positive relationships so that people can work together with the common purpose of helping everyone to learn.
- To help children to grow in a safe and secure environment where they develop self-confidence and self-control taking pride in their achievements.
- To help children to become positive, responsible and increasingly independent members of the school community.

Principles

We believe that children are likely to behave well within the school environment when:

- Clear expectations and procedures exist
- The curriculum is broad and balanced
- Work is matched carefully to the ability of each child
- Time is found to recognise the contribution of each child
- Children are involved in the decision-making process
- Positive role models are demonstrated through staff and volunteers present in the school
- Adults use positive language and reward positive behaviour rewarding children's efforts consistently
- Clear boundaries of behaviour and high expectations are in place
- Training is provided on the understanding of **Attachment** and **Trauma**
- Staff show understanding that behaviour is a **form of communication**; and that this may be particularly relevant to:
 - children who are in the Care of the Local Authority (Looked After Children)

- those who have been subject to a Child Protection Plan
 - those with SEND
 - those who may have had a referral to the school ELSA or therapeutic Counsellor
 - those who have experienced bereavement
 - those with challenging home circumstances or have suffered trauma
 - those who have Social, Emotional and Mental Health Needs
- Staff use **Emotion Coaching** to support any children who have particular behavioural, emotional or social needs; and the reasonable adjustment of our rules to support individuals

Whole School Rules

St Mary's whole school rules are consistently applied across the school by all staff and are explicitly taught and modelled to pupils. All children have a clear understanding of the rules, routines and expectations of behaviour and are therefore able to understand the consequences of their actions.

The whole school rules are based upon the school's mission and Gospel values:

- Always try our best
- Show love and respect
- Take care of one another and our environment
- Move calmly around school
- Look smart and take pride in our uniform

The **St Mary's Way** school rules detailing behaviour expected in and around school are explicitly taught and modelled by all staff to ensure children fully understand the school's expectations of behaviour. This includes the way children behave when they:

- Meet and greet others
- Line Up
- Walk around school
- Are in assemblies
- Are in their classrooms
- Are on the playground
- Are in the dining hall

These are taught, practised and written down for all staff, children and parents to ensure consistency.

Rewarding Positive Behaviour

Rewarding positive behaviour is the first step taken to modify behaviour both in class and in and around the school. We seek to ensure a positive environment where children are encouraged to achieve, supported to behave appropriately and rewarded for positive behaviour, positive values and attitudes by:

- **Re-enforcement of positive behaviour** - adults in school use positive strategies to praise the expected behavior and ensure relationships are strong between children and adults.
- **Liturgical Worship, Assemblies and Circle Time** provide opportunities to discuss aspects of personal and social development including positive and negative behaviour.
- **Celebration Assembly** – Children are selected to be mentioned in the school's celebration at the end of the week. Children are recognized for effort, attitudes and behaviour. Handwriting and Attendance awards are celebrated within this assembly.
- **Shine Awards** - Children from each year group are nominated for **Shine Awards** by staff and the children receive a mention in whole school Celebration Assembly. This may relate to their work, effort, attitude or behaviour.

- **Believe, Succeed and Soar Award** - at the end of each term, in whole school assembly, children are nominated by class teachers to receive a the Believe, Succeed and Soar Award. This reward celebrates those children who are conscientious and demonstrate a good attitude to school life as a whole. (Achiever of the term).
- **House Teams:** There are four houses:
 - Czesochowa (red)
 - Lourdes (blue)
 - Walsingham (green)
 - Loreto (yellow).
- **House Points** House points are awarded by staff as rewards for attitudes, effort, behaviour, for caring about others and for living out our gospel values.
 - Bronze (25HP), Silver (35HP) and Gold (50HP) certificates are awarded when children have reached these targets.
 - House Captains will accumulate weekly House Point scores from classes to see the house winners
- **House stars** are awarded for efforts, achievement and behaviour. These are celebrated in celebrate assembly at the end of the week and at the end of term.
- **Class Cubes** - Each class work together to gain class cubes for expected behavior.
- **School and Eco Councils** groups encourage mutual respect between members of the school community, help develop strong relationships, values and attitudes and enable all pupils to feel that their views and opinions are important within the context of the whole school.
- **KS2 Retreat** is a safe space available to all children at lunchtimes.
- **Areas of Responsibility** - Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:
 - Chaplaincy Team members
 - Minnie Vinnies
 - Head Students
 - Deputy Head Students
 - House Captains
 - School Council
 - Sports Ambassadors
 - Librarians
 - Eco Council
 - Lunchtime leaders

Relationships and Behaviour strategies used by all staff in school

Relationships and Behaviour Strategies
<ul style="list-style-type: none">• PREVENTION – anticipation and removal of potential problems. <i>If you can predict it, you can prevent it.</i>• INTERACTION – ensuring all pupils get positive attention, eye contact and specific praise• PRAISE and REWARDS• PROVISION – ensuring that Learning and Teaching Policy is implemented and all children are• LEADING BY EXAMPLE - positive role modelling• 'DO' INSTEAD OF 'DON'T' – when stating expectations <ul style="list-style-type: none">• Use of gestures and signals rather than raised voices• Clear instructions delivered with even tone• Clear, verbal warning i.e. <i>If you continue to..... then.....</i>• Listening to children's view points and gaining a full understanding of what has happened• Use of Emotion Coaching strategies (see appendix 2)• Direct child to time out space and report concerns to teacher









Consequences

Inappropriate behaviours are dealt with consistently across the school. Dialogue between child and adult will focus around the following:

- What did you do wrong?
- What happened as a result?
- What will you do to move on/make it better/turn things around?
- How will we stop this happening again?
- How will you show you are sorry?

Relationship and Behaviour Management – A Graduated Response

A clear verbal reminder from a member of staff is expected to be sufficient to correct most inappropriate behaviour. If this fails, a clear, graduated response is used **consistently** throughout the school so that pupils and staff are clear as to stages followed:

Graduated Response to Expectations of Behaviour at St Mary's		
Help Stages	Steps	Procedure
	Reminder	Child is calmly reminded of school rules. Adult explains why we have the rule and what this looks like.
	Reflection Time	Child has time to reflect in a designated area in the classroom.
	Reflection Time in another space	Child has time to reflect in another class or designated area. Child completes a reflective log and discusses with staff member.
Consequences	Steps	Procedure
	Missed minutes of breaktimes Miss break/lunchtimes	If the child continues to make the wrong choices, minutes will be taken off their break or lunchtimes.
	Work completed during breaktime	If the child's behaviour has resulted in their classwork not being completed, they must finish their work during break/lunch.
	Conversation with SLT	Discussion about behavior and expectations with SLT.
	Report	Child has to provide a report to the HT/DHT on a weekly basis.
	SLT to meet with parent/carer	Meeting arranged to discuss behaviour with SLT and parent/carer.

Strategies used in response to challenging behaviour.

When concerns arise, staff look to work in close partnership with the child and home to resolve the behaviour. We believe that negative behaviour is a form of communication and will seek to support children to make positive choices. All staff share the responsibility for managing unacceptable behaviour, both in school, and out of school (in certain circumstances – e.g. bringing the school's reputation into disrepute or incidents of bullying or harassment that affect children in school.) A list of unacceptable behaviour is included in **Appendix 3**.

When children's behaviour falls below the acceptable standard, a range of strategies and consequences are adopted. This includes the school's graduated response. Depending on the severity of the behaviour, the policy will be escalated. Strategies used to support challenging behaviour include:

- A requirement for a written apology
- A formal meeting between parents and Head Teacher/Deputy Head
- Exclusion from the class room
- Exclusion from an activity (short term use)
- Exclusion from the right to represent the school
- A regular behaviour report to be given to the Headteacher/DHT

Serious Incidents

For incidents categorised as bullying, racist or violent, an additional form is completed by staff and added to CPOMS. This details the investigation process.

Mental Health, Behavioural and Emotional Support

The school's responsibility is to support all children. It is recognised that some children have particular behavioural, emotional, mental health or social needs. Where this is identified, the school will make reasonable adjustments to the behaviour policy and put in place a strategy of support.

The school implements a graduated response to Mental Health Support.

This may include:

- In class ELSA (Emotional Literacy) and check-ins with the class teacher and support staff
- ELSA (Emotional Literacy Support) support from the school's
- Development of personalised Risk Assessment
- Development of a behaviour support plan
- Involvement of the school SENDCo
- Implementation of ABC chart between both home and school to track triggers. (See Appendix)
- Involvement of the school's therapeutic counsellor
- Targeted Support from the Behaviour Support Team or other outside agencies
- Establishment of support programme - personalised behaviour contract

The following are unacceptable responses to negative behaviour:

- Making it personal
- Asking a child why they are behaving in a certain way
- Shouting
- Criticism, sarcasm, comparison
- Labelling the child rather than the behaviour
- Discussing a pupil's behaviour in front of them or other children
- Discussing a pupil's challenging behaviour negatively with other staff

Restrictive Positive Intervention/Physical restraint/Team Teach

In some circumstances, fully trained staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical intervention must:

- Always be used as a last resort by staff who have been trained
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be applied in a way that maintains the safety and dignity of all concerned
- Never used as a form of punishment
- Be recorded on CPOMs and reported to parents

Exclusion

The Head Teacher (or Deputy Head in the Head Teacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher will consider the following questions:

- Is the behaviour in breach of the school's Relationships and Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?
- Has the school previously supported the child (what/when/what level of impact did this have)?
- Does the child have any recognised behaviour problems?
- Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. EHCP, Provision Map, PSP, Risk Assessments)
- Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.
- Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?
- Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow the model from Local Authority guidelines.

Roles and Responsibilities

All Staff

All staff of the school share the responsibility for promoting the Gospel values, mission statement and whole school rules. They are responsible for ensuring positive relationships with and positive behaviour of children. Staff are provided with training on how to manage challenging behaviour. Teaching and support staff are trained in Restrictive Positive Intervention (Team Teach) techniques.

Teaching Staff and Teaching Assistants

Class teachers and teaching assistants have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability. Teachers treat each child fairly and with respect and understanding.

Teachers and Teaching Assistants will:

- Promote the Gospel Values, the school's Mission Statement and the Whole School Rules in and around school
- Explicitly teach the Whole School Rules and routines (St Mary's Way) to the children
- Be positive role models - using appropriate tone, gesture, language and volume to model good behaviour to pupils
- Prepare equipment and materials before each lesson
- Plan and deliver effective lessons, taking account of children's starting points and behavioural needs (teaching staff)
- Be proactive and use a range of strategies which limit the possibilities for students to lose focus or misbehave
- Use praise and positive reinforcement as the primary technique for encouraging good behaviour
- Use House Points to reward pupils who go above and beyond expectations
- Celebrate children's success through nominating children in Celebrate Assembly
- Use the school's universal provision to support mental health and wellbeing in class including: In class ELSA, Worry Boxes, RSHE, PSHE
- Use the school's graduated response to supporting behaviour management
- Work closely with Lunchtime Supervisors to promote good behaviour at lunchtime
- Work in partnership with the SLT/SENDCo to create Individual Behaviour Plans for children who require additional support with behaviour
- Record all Significant behaviour incidents on CPOMs
 - If a child threatens, hurts or bullies another pupil, the class teacher records the incident on CPOMs and follows this up with an investigation.
- Build strong links with parents, communicating successes as well as concerning behaviour in a timely manner

The role of Midday Supervisors

Midday supervisors are responsible for ensuring the positive relationships and behaviour during lunchtime. They use a range of strategies to ensure positive behaviour at lunchtime. These include:

- Promote the Gospel Values, the school's Mission Statement and the Whole School Rules during lunchtime
- Be proactive and use a range of strategies which encourage positive behaviour
- Think positively and identify good behaviour
- Narrate the positive: verbally praise children going above and beyond to promote good behaviour for all children
- Meet and Greet children as they enter the dining hall/classroom
- Ensure the children walk calmly when moving around school
- Encourage the children to be active and facilitate fun games and activities on the playground
- Use House Points to reward children who go above and beyond playground/dining hall expectations
- Insisting the children line up quietly and back into school calmly
- Communicate behavioural successes and concerns with the child's class teacher
- *Use positive reminders i.e. Show me.....I'm looking for.....*
- *Use gestures and signals rather than raised voices*

- *Give clear instructions delivered with even tone*
- *Give clear, verbal warning i.e. If you continue to.... then.....*
- *Listen to children's view points and gain a full understanding of what has happened*
- Use of Emotion Coaching strategies (see appendix 1)
- Direct child to time out space and report concerns to teacher
- Record all significant behavioural incidents on the CPOMs form which office staff will upload
- Report all dangerous behaviour to a member of SLT

The role of the Headteacher

It is the responsibility of the Headteacher to oversee the implementation of the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of everyone in the school.

The Headteacher supports the staff by implementing the policy, by ensuring the agreed standards of relationships and behaviour are upheld. Records of all reported serious incidents of misbehaviour are recorded on CPOMs and followed up with discussion and /or consequences where necessary.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The role of parents/guardians

Parents are expected to work in effective partnership with the school to support their child's behaviour and attitude to learning. They are asked to support the school's relationships and behaviour policy, whole school rules and sign a home-school agreement that outlines their responsibilities including those about relationships, behaviour and attendance.

Parents are encouraged to share any concerns which may affect their child's behaviour with the class teacher. Appointments with teachers can be made through the school office.

Aggressive, threatening and abusive behaviour can present a risk to staff and children and is not tolerated in school. Such behaviour extends to remarks made on the school playground, social networking sites e.g. Facebook. It may lead to individuals being banned from school premises (in accordance with section 547 of the Education Act 1997).

The Governing Body

The governing body has responsibility for this behaviour policy and for reviewing its effectiveness. They are responsible for carrying out their statutory duty relating to exclusions and disciplinary issues. They review the frequency of Significant Behaviour incidents and evaluate the effectiveness of the policy with the Headteacher

Monitoring

The head teacher and senior leadership team monitors the effectiveness of this policy and reports to the governing body on its effectiveness, if necessary, making recommendations for further improvements. Serious behavioural incidents are recorded on CPOMs. The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body

to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.

Links to other Policies:

- OLoL Safeguarding and Child Protection Policy
- OLoL IT Policy
- OLoL Confiscation and Searching Policy
- Anti-Bullying Policy
- Positive Intervention Policy (Team Teach)
- RSHE Policy
- Equality Policy
- Mental Health Policy

Appendix 1

Whole School Procedures – The St Mary's Way

The **St Mary's Way** school rules are explicitly taught and modelled by all staff to ensure children fully understand the school's expectations of behavior in and around school. This includes the way children behave when they behave when they:

- Meet and greet others
- Line Up
- Walk around school
- Behave in assemblies
- Behave in our classrooms
- Pay attention in class
- Use our lockers
- Behave on the playground
- Behave in the dining hall

These are taught, practised and written down for all staff, children and parents to ensure consistency.

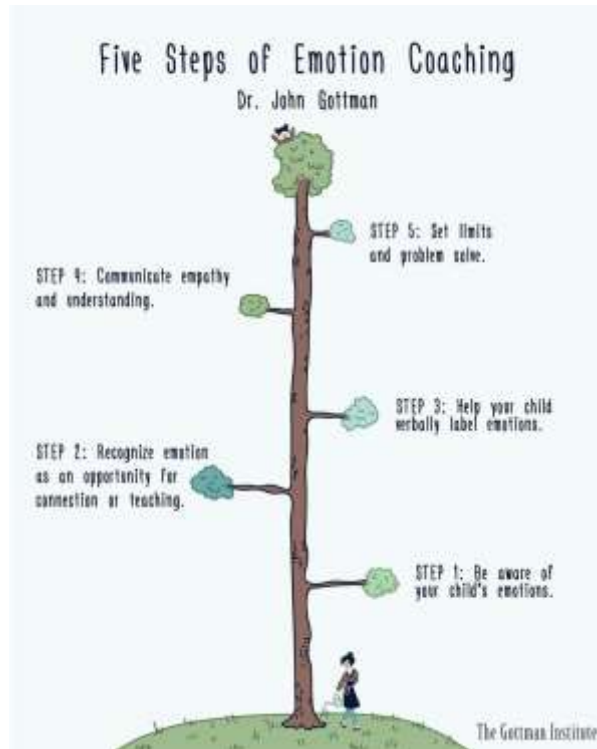
Appendix 2

Emotion Coaching

Staff use **Emotion Coaching** to support any children who have particular behavioural, emotional or social needs.

EMOTIONS COACHING APPROACHES	
RELATE	<p>RECOGNISE: <i>'I can see you're feeling.....right now',</i> <i>'I wonder if you are feeling.....'</i> <i>'I wonder what you are trying to tell me right now.....'</i></p> <p>CONNECT: <i>'It's not nice when we feel...'</i> <i>'You're not alone feeling.....'</i> <i>'that was really brave of you to tell me that.....'</i></p>
REGULATE	<p>VALIDATE AND LISTEN: <i>'But it's OK to feel..... do you want to tell me about it?'</i></p>
REASON	<p>SET LIMITS: <i>'Although it's OK to feel... it's not OK to...'</i></p>

PROBLEM SOLVE: 'Another time when you're feeling..... maybe you could try.....'



Appendix 3

Unacceptable Behaviour

The following list is not exhaustive. Behaviour considered unacceptable include:

- Disobedience to a reasonable instruction.
- Inappropriate dress, extreme hair styles, jewellery, makeup, body piercing
- Throwing, biting, spitting, hitting and kicking.
- Foul language and swearing
- Making unkind remarks
- Damaging property
- Answering back, rudeness or aggression to adults
- Stealing
- Carrying knives, drugs, alcohol or any offensive weapon into school
- Truancy
- Racist/Homophobic/Sexist comments or behaviour that causes offence
- Harmful sexual behaviour
- Child on Child Abuse
- Fighting or encouraging others to fight
- Bullying
- Putting themselves, other children or adults at risk.

The following is a list of banned items:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations^[1]:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Under common law, our school staff have the power to search a pupil for any item if the pupil agrees. Our member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. The DSL will ensure such referrals are made in a timely manner in line with the safeguarding and Child Protection Policy (CPP).

Our school's behaviour policy does outline the banned items for which a search can be made. This must include the list of [prohibited items above](#), and may include other items which a headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment e.g. e-cigarettes or vapes.

Appendix 4

The Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).

Bullying (See Anti Bullying Policy)

The school does not tolerate bullying. This includes cyberbullying, prejudice based and discriminatory bullying. A record is kept of known bullying incidents which is shared with and analysed by the governing body. The school's policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse. If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

[1] [The Schools \(Specification and Disposal of Articles\) Regulations 2012 \(legislation.gov.uk\)](#)

All children know and use the school's **STOP** definition and strategy (Several Times On Purpose; Start Telling Other People). During National Anti-Bullying week, House Captains present anti-bullying assemblies to the school.

All children take part in activities which raise awareness of **STOP**. This is done through assemblies, competitions and discussions or debates in classrooms. The subject of bullying is addressed at regular intervals during RSHE sessions.

Racist, Homophobic or Sexist comments or behaviour

Any words or actions that cause offence to another person and are considered racist, homophobic or sexist by the offended person are deemed to be offensive remarks. In this event; a discussion is had with the child involved and expectations of behavior are clarified. The Head Teacher and parents are informed and a record of the incident is made on CPOMs.

The Head Teacher reports to the Governing Body on behaviour including Racist, Homophobic or sexist comments or behaviour. In persistent cases, parents may be asked to discuss the matter with the head Teacher and a referral made to police in line with the school Equality Policy.

Sexual Harassment

Any report of sexual violence or sexual harassment will be taken seriously. All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment.

Refer to the Safeguarding and Child Protection Policy which includes more detail on sexual harassment and sexual violence.

Appendix 5

ABC Chart

Pupil Name:

Date Time Place Duration	Action/Antecedent <i>What happened right before the behaviour?</i>	Behaviour <i>What did the behaviour look and sound like? Detail the physical actions you can see. Be specific. Remove emotion.</i> Non-compliance, scream, verbal aggression, physical aggression, become distressed, throwing objects, running away	Consequence <i>What happened directly after the behaviour? How did you respond? What was said? How did you re-direct or not? What did the child obtain or avoid?</i> ignore behaviour, guided compliance, offered choice, avoid/delay of the activity, kept demand, verbal redirect go to safe place, time in class called for assistance.	Observed By

Appendix 6

School Uniform Graduated Response

Remind child of school uniform, setting expectation for the following day.
Speak to parents/carers to remind of policy.
Office to send standardised email reminder with expectation set.
Class teacher to phone home.
Provision of uniform from school.