



Behaviour for Learning and Relationship Policy

St Joseph's Catholic Primary School

Approved by	Ethos, Discipline and Relationship Committee
Last Reviewed	March 2023
Next review due by:	March 2025

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1. Values, Aims and Objectives

It is a primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly and well. We feel that positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building this positive foundation. This policy aims to promote an environment in which everyone feels happy, safe and secure.

Our school rules are rooted in our values, but our behaviour policy is not primarily concerned with rule enforcement. The most important aspect in children feeling valued, safe and secure is the sense of connection with members of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

The key themes underpinning the policy are:

- › All members of the school community are responsible for their own behaviour and for fostering positive relationships and communication with others. We firmly believe that children learn by example and adults must act as positive role models in their behaviour and relationships.
- › We believe that we all respond better to encouragement, empathy and support than to a negative response. By focusing on positive behaviour and relationships and on the gifts and capacity that each member of the community brings to the school, we can support each other to make our school a truly inclusive school where all members are equally valued.
- › We believe that learning, teaching and behaviour are inextricably linked. We strive to ensure all pupils have full and equal access to the curriculum and know that by teaching social and emotional skills to our pupils we will make it easier for them to do so.
- › We are all members of a learning community and regard any adult or child asking for help in any area as displaying a strength rather than a weakness. We strive to create a community where all members feel safe to learn, whatever their role.
- › This policy, along with all policies in school, will be applied equally to all members of the school community regardless of their gender, race, religion, sexuality or any disability. (Please refer to the school's Equalities Policy for further details).

2. Rights and responsibilities

We feel that all members of the school community have rights and responsibilities.

The following charter sets out what these are:

STAFF	
(BOXES 1-4 ALSO RELATE TO ANY OTHER ADULTS WORKING IN SCHOOL)	
RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> To be treated with respect. 	<ul style="list-style-type: none"> To treat others with respect and tolerance.
<ul style="list-style-type: none"> To be appropriately supported by peers and managers. 	<ul style="list-style-type: none"> To support peers and managers in return. To seek appropriate support when needed.
<ul style="list-style-type: none"> To be listened to. To professionally share opinions. 	<ul style="list-style-type: none"> To listen to others. To respect others' opinions.
<ul style="list-style-type: none"> To be treated courteously by all others in school community. 	<ul style="list-style-type: none"> To treat others in the school community courteously. To help children to learn to be tolerant.
<ul style="list-style-type: none"> To be made fully aware of the school's systems/policies/expectations. 	<ul style="list-style-type: none"> To make themselves fully aware of the school's systems/policies/expectations and to support them in their practice.
<ul style="list-style-type: none"> To receive appropriate training to increase skills and knowledge in all required areas of professional life. 	<ul style="list-style-type: none"> To take up, disseminate and put into practice any training received. To actively seek their own professional development opportunities.

CHILDREN	
RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> To be treated with respect and kindness. 	<ul style="list-style-type: none"> To treat others with respect and tolerance.
<ul style="list-style-type: none"> To be actively taught social and emotional skills. 	<ul style="list-style-type: none"> To try and use these skills as they grow and develop.
<ul style="list-style-type: none"> To have rules which ensure safety in school and be taught how to stay safe. 	<ul style="list-style-type: none"> To follow the Golden Rules and therefore work and play safely.
<ul style="list-style-type: none"> To feel that they can safely tell adults about their worries and concerns. 	<ul style="list-style-type: none"> To tell adults about their worries and concerns so that they can be listened to and understood.
<ul style="list-style-type: none"> To learn in a positive and supportive atmosphere. 	<ul style="list-style-type: none"> To make the most of their learning opportunities and allow others to do the same.
<ul style="list-style-type: none"> To learn from mistakes and be supported and encourage to keep trying. 	<ul style="list-style-type: none"> To learn from their mistakes and support others when they make mistakes.
<ul style="list-style-type: none"> To be listened to. 	<ul style="list-style-type: none"> To listen to others and allow others to listen.

PARENTS	
RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> To be treated with respect. 	<ul style="list-style-type: none"> To treat all others in the school community with respect.
<ul style="list-style-type: none"> To be kept informed about their child's social and academic progress, be informed of any circumstances that may arise and have measures put in place to support their child. 	<ul style="list-style-type: none"> To attend parents' meetings. Maintain 2-way communication. Inform the school of any circumstances that may affect their child. Support any measures put in place to support their child.
<ul style="list-style-type: none"> To be listened to. 	<ul style="list-style-type: none"> To listen in return.
<ul style="list-style-type: none"> To have access to information on the school's policies and practice. 	<ul style="list-style-type: none"> To read documentation provided and adhere to the school's policies and practice.
<ul style="list-style-type: none"> To have concerns taken seriously, have them investigated and if necessary, have measures put into place. 	<ul style="list-style-type: none"> To take the school's concerns seriously. Find out the facts of any issues and support all measures that are put in place.

GOVERNORS	
RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> To be treated with respect. 	<ul style="list-style-type: none"> The governing body has the responsibility of setting down these general guidelines on standards of discipline and behavior, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.
<ul style="list-style-type: none"> To be regularly informed about standards and progress in all areas of school life and to monitor the school's policies and processes. 	<ul style="list-style-type: none"> Duty to consider parents' representations about an exclusion.
<ul style="list-style-type: none"> To challenge constructively. 	

3. A Whole School Approach to Behaviour

It is important to have high expectations for all of our children, which at times must take into account of their specific needs. Expectations cover all times of the school day and where children are representing the school out of hours or off site.

These expectations are reinforced through assemblies and all interactions with children. It is the whole school community's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

Staff should ensure a good routines in their classrooms and for when their children are around the school. (e.g. Start and end of day; Transition times; Lining up incl. assemblies; Getting changed for PE; Moving around the school; Break and Lunchtimes).

4. St Joseph's Values and Rules

We also use a values-based approach to our overall school ethos. Our values are:

- › **Respect** for God and his creation and everyone and everything around me. Listen, show gratitude, value, include, collaborate and be honest.
- › **Responsibility** for my actions, behaviour, learning, honesty, attitude, equipment and decision making.
- › **Resilience** –we enjoy challenges that require us to take risks, problem solve, think critically and enquire, because we believe in ourselves. If at first, we don't succeed, we try again.
- › **Empathy** – we understand and value how other people feel and consider their emotions.
- › **Adaptability** – we can reflect and adapt to working independently and collaboratively.
- › **Ambition** – we have high expectations for ourselves, the community and wider world, as well as being proud of our achievements

We use the principles of Catholic Social Teaching to guide our behaviour and our behaviour chart contains the expectations for how we expect pupils to conduct themselves.

5. Looking for Positive Behaviour

The class teacher discusses our behavior expectations with their class, using our behavior chart, and create a class charter to demonstrate shared understanding of them. All staff in the school reinforce the rules. In this way, every child in our school knows the standard of behaviour that we expect in our school.

Our whole school reward/sanction chart is displayed in each classroom and used, primarily, to encourage positive behaviour for learning and relationships.

Our school celebrates all the efforts and achievements of children, both in and out of school.

The guidelines we follow are:

- › Looking for the positive and being explicit in our praise helps pupils understand appropriate behaviour in different contexts and circumstances.
- › Adults model positive behaviour and relationships for pupils at all times.
- › Anticipating and planning for positive behaviour works better than waiting for poor behaviour to happen.

6. How We Prevent and Manage Poor Behaviour

While we always look for the positive, we do recognise that at some point sanctions may need to be used. Some children may need further support in monitoring and moderating their behaviour. (**See Support for Pupils**).

In order to minimise poor behaviour we follow these general guidelines:

- › We check if the behaviour is the result of a pupil not being able to access the curriculum. Good planning and differentiation for work and behaviour is essential.
- › By giving clear expectations of work and behaviour we give pupils clear aims and boundaries.
- › We react calmly so we can diffuse and de-escalate the situation.
- › We know that distracting and defusing a situation is safer for children and adults.
- › We know that good communication with parents/carers ensures a more settled child.
- › Setting up positive and tailored behaviour support programmes for key pupils should they need it.

- › Use of movement breaks proactively.

Our school employs a number of measures to enforce our school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- › We expect children to follow our school rules and listen carefully to instructions.
- › Children are provided with verbal reminders of expectations and warnings to support the avoidance of continued mis-conduct; Sanctions, such as loss of playtime, may follow if inappropriate behaviour continues; Discussions about the natural consequences of their behavior and alternative actions that would have avoided conflict support children developmentally as part of the 'behaviour curriculum' .
- › We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- › The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher takes action to ensure the safety of all children.
- › Children may experience removal from class and/or suspensions when behaviour is severe or time is needed to be ready re-join their class; exclusions may also be considered (see Suspension and Exclusion Policy).

We strive to ensure consistency in our responses to poor behaviour. We also recognise that children may need adjusted measures to support them in behaving in a positive way. We are informed by the thinking; "Every child receives equality of opportunity rather than equality of provision". Consistency of expectation may not always involve using the same methods for all children

Teachers will monitor children's behaviour as part of their day to day class teacher monitoring and will liaise with parents when incidents occur to minimise the potential for escalation of poor behaviour.

Should poor behaviour continue, support and consequences may be sought from other members of staff. These include Year Group Leaders and members of the Senior Leadership Team.

In cases of persistent poor behaviour, the Headteacher may:

- › Call a meeting with the child's parents.
- › Consider seclusion.
- › Seek permission to implement an Early Help Plan.
- › Consider suspension.

6.1 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

› Sanctions for sexual harassment and violence may be determined.

Please refer to our [child protection and safeguarding policy](#) for more information.

7. Anti-Bullying

Our school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti-Bullying Policy)

8. Positive Touch

We use Positive Touch which conforms with government guidelines on the restraint of children.

It is our statutory duty to keep all children and our workforce safe. This means that there may be occasions when staff need to intervene physically in order to ensure the safety of individual children and others. This is in compliance with the Department of Education guidance.

9. Recording of Incidents

Staff record all incidents and patterns of behaviour on CPOMS. This includes records of any incidents that occur at break or lunchtimes. Threshold incidents and trends/concerns are logged electronically on CPOMS. Alerts to these entries are received by Year Leads and the Senior Leadership Team who monitor trends and frequency of incidents, and may also support the management of individual incidents.

Any suspensions, exclusions, homophobic or racist incidents are logged according to LA guidelines.

10. Support Available

10.1 Support Available for Pupils

St Joseph's is an inclusive school, and as such, this policy is designed to manage the needs of all our pupils. We support all children to succeed within our behaviour management system.

We always support pupils as much as possible in their academic, social and emotional needs. This involves teaching and modelling through our PSHE Curriculum and Behaviour Curriculum, which comprises our values and key expectations. At times teachers will look beyond the classroom and to the Year Leads or Senior Leadership Team to find additional sources of support.

These sources may include:

- › Outreach Teams.
- › CAMHS (Child and Adolescent & Mental Health Services).
- › STIPS referrals and consultations (Behaviour support).
- › Access to the school wellbeing offer.
- › Creating behavior support plans.

Restorative Approach –The Restorative Justice Council (2015) defines restorative practices as 'a range of various methods of bringing those harmed by crime or conflict and those responsible for harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward'. We encourage restorative conversations with the aim to put things right and to restore relationships.

Staff have been trained in this approach and use the '5 magic questions' to facilitate these conversations. The 5 Magic Questions are:

- › What happened?
- › What were you thinking at the time?
- › How were you feeling?
- › Who else has been affected?
- › What do you need/have to do now so that the harm can be repaired?

We recognise that there are some aspects of restorative justice that can be unmanageable for children who struggle to regulate emotion and so it is necessary for staff to take into account the needs and emotional development of the child.

Emotional Regulation

Self-regulation is an important skill that must be developed in order to make and maintain positive relationships with others. Self-regulation is the ability to monitor and control our own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation. We cannot expect children to self-regulate before they can identify their emotional state

To help support children in this area, the school, uses the 'Zones of Regulation' approach which was written and created by Leah Kuypers. This is a cognitive behavioural approach used to teach self-regulation by first helping children to be aware of and understand their feelings and emotions, both positive and negative, as well as the possible triggers for them. It provides support to pupils who need to become independent in controlling their emotions and actions, enabling them to develop their ability to manage appropriately and problem solve as situations arise.

Emotion Coaching is a technique that supports this approach. It is a coaching style that helps staff to frame conversations following conflict and loss of control, and focuses on the development of emotional regulation through supportive relationships. The aim is that by the end of the conversation the child has had an opportunity to discuss the situation and is able to identify solutions for moving forward. This technique supports and empowers children to develop socially and emotionally and can help children, who find regulation difficult, to be able to access a restorative conversation. Staff have received training either directly delivered by Emotion Coaching UK, or using their materials with kind permission. Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.

Emotion Coaching uses the **HELP** strategy:

- › **H** – Highlight their emotion and label it (I can see you are).
- › **E** – Empathise to let them know the feeling is ok (It's ok that you feel.....).
- › **L** – Limit setting to remember the rules (But we have rules to keep everyone safe).
- › **P** – Problem solve and give advice for the next time (Next time you feel..... you could.....).

Compassionate schools approach Attachment Aware School – This policy aims to support the applications of Attachment Aware and Emotion Coaching Approaches, in everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and use of both verbal and non-communication.

10.2 Support Available for Staff

All staff, no matter how experienced or inexperienced, may need support with behaviour issues at times. We assert the principle that to ask for help is a professional strength and create an atmosphere where staff see seeking help as part of the solution.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

- › Year Leads.
- › ECT Mentors.

- › Class Teams.
- › Senior Leadership Team.
- › Inclusion Team.
- › Local Authority Counselling Services.
- › Peer Supervision.
- › STIPS Behaviour Team.
- › CPD & Staff Meetings.

10.3 Support Available for Parents/Carers

Supporting parents/carers is part of supporting pupils. Parents need to be able to communicate their families' needs to the school in a positive and open manner. We encourage parents to approach class teachers in the first instance but recognise that there may be occasions when they may wish to initially share with another adult in school who then has the responsibility for keeping other relevant adults informed.

Additional support for parents/carers may include:

- › CAMHS (Counselling & Mental Health Services).
- › Sign posting from the Inclusion Team.
- › Early Help.
- › Social services.
- › Health service professionals.

11. Monitoring and Review

The headteacher, with the Senior Team, monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that our school policy is applied fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that our school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

12. Links to other policies

This policy links to:

- › Teaching for Learning Policy.
 - › Safeguarding and Child Protection Policy.
 - › Anti-Bullying Policy.
 - › Restraint and Physical Interventions Policy.
 - › Health & Safety Policy.
 - › EPR Policy.
- Equality and Diversity Objectives.

St Joseph's Behaviour chart

Process

Consequence-Reward or

Communication

Exceptional Super Star

Children demonstrate exceptional effort or achievement consistently

- Pupil sent to SLT (HT/DHT/AHT) for special sticker
- Well done message home from Class Teacher
- 15 team points
- Teachers to use own classroom reward e.g. star of the day/monitors for the following day.

Celebration message shared by CT

Parent mail text to be sent to parents at end of week for children via the school office

Role Model

Children consistently following expectation leading to excellent learning and/or conduct

- Praise from adults within the classroom
- 10 team points
- Sent to Year Leaders for praise- reward stickers

Verbal feedback to parents
Sent to Year leads for praise

Ready to Learn

Children are behaving within expectations and are well placed to access learning
Verbal reminders may be needed.

- Reminder of school rules and class expectations

Time to Change

-2nd warning
-3rd warning

- Moved to sit on their own in class
 - Short time out from class – to paired class or class of teacher's choice
 - Loss of play time
 - Tasks to be re-done at play time or at home
 - Incidents and actions taken to be logged
- If behaviour continues to be a concern, arrangement can be made for the pupil to report to Year Lead/ AHT/DHT at lunchtime and at 3.00pm daily

- Adult speaks to child 1:1
- Year Leads to be notified
- Class teacher/Year Lead speaks to parent by phone or at home time; can request SLT involvement
- Behaviour Support Plan to be discussed/ created/reviewed with Inclusion Team

Unacceptable Behaviour

Very serious/ threshold incident

- One of the below will apply depending on the circumstance.
- Internal exclusion – child spends session/half day in a different class
 - Seclusion – child spends **at least** half a day with a member of staff (no playtimes)
 - Parents meet with HT, DHT, AHT, SENCO and Class teacher
 - Fixed term suspension – up to 5 days at home with work set by class teacher
 - Incidents and actions taken to be logged

- Member of SLT informed and consequences discussed
- Parent informed of incident and next steps by SLT (CT present if applicable)
- Telephone call home from SLT followed by a meeting

<p>Exceptional Superstar Children demonstrate exceptional effort or achievement consistently</p>	<ul style="list-style-type: none"> Consistently outstanding effort, behavior and achievement from ideas below. 	
<p>Role Model Children consistently following expectation leading to excellent learning and/or conduct</p>	<ul style="list-style-type: none"> As below Consistently good effort and behavior Good achievement Extra effort with homework Independently displaying school values/Catholic Social Teaching Principles. 	
<p>Ready to Learn Children are behaving within expectations throughout the day and are well placed to access learning Verbal reminders may be needed (1st warning).</p>	<ul style="list-style-type: none"> Good effort Working hard Concentrating well Listening/following instructions Answering questions confidently Being kind, empathetic and polite to others Moving around the school quietly and sensibly between lessons and assembly Helping others 	<ul style="list-style-type: none"> Be respectful of the central learning areas and remain quiet while others are learning Being an independent/active learner Following school values/Catholic Social Teaching Principles. Being responsible in communal areas (toilets, cloakrooms)
<p>Time to Change 2nd warning 3rd warning (Consult BSP if one is set up for individual)</p>	<p>2nd warning-within class sanction/time out</p> <ul style="list-style-type: none"> Low level disruption Disturbing the learning of others Answering back Name calling verbal/online Breaking the school rules Unnecessary verbal or non-verbal noises Inappropriate comments-pushing/name calling Accessing non-educational sites on the computer 	<p>3rd warning-time out of class sanction – Year lead to be involved</p> <ul style="list-style-type: none"> Arguing/being rude to staff Refusal to comply with instructions Continued poor conduct following 2nd warning
<p>Unacceptable Behaviour Very serious/ threshold incident</p>	<p>Alert SLT Record of behaviour to be looked at. Seclusion/Suspension Next steps decided, Meeting with SLT and parent</p> <ul style="list-style-type: none"> Play fighting Swearing/inappropriate language – verbal or online Minor vandalism Bullying (including online) Theft Spitting Child on child incident/Sexually inappropriate behavior 	<ul style="list-style-type: none"> Physical aggression directed at pupils or staff Ongoing theft Threatening behaviour Racism/offensive language Setting fire alarm off when unnecessary Ongoing disruptive behaviour Unprovoked attack on another child Inappropriate behaviour on computers. Breaking our acceptable use agreement

