

St Edmund's Catholic Primary School

&

St Joseph's Catholic Primary School

BEHAVIOUR AND RELATIONSHIPS POLICY

Policy Adopted: July 2015

Reviewed: Autumn 2023

Review Date: Autumn 2024



Policy and Code of Practice for Behaviour and Discipline

The partnership is one in which each member is valued and respected for who they are. We aim to encourage and support the personal growth of each individual through learning together in God's Love.

Introduction

All staff are expected to make themselves aware of the information within this policy and use its guidance when undertaking their core duty of teaching. This policy should be read alongside the partnership Restraint Policy, SEND Policy, Child Protection and Safeguarding Policy. In particular, attention must be paid to child on child abuse in relation to managing behaviour. Staff must also adhere to the Code of Conduct and also Government guidance Keeping Children Safe in Education (DfE 2022), Behaviour in Schools, (DfE 2022), Use of Reasonable Force (DfE 2013) and Searching, Screening and Confiscation guidance (DfE 2022).

Rationale

At the partnership schools it is our belief that all children have the right to learn, work, play and live, in a safe and non-threatening environment and that the way in which each individual behaves and is treated, demonstrates our belief that God is present in each one of us.

As a community we can only be successful if everyone feels safe, cared for and has a shared understanding of expected behaviour. Children can only learn successfully in an atmosphere free from intimidation and fear; teachers can only teach successfully in an atmosphere of trust and respect. Maintaining good behaviour and relationships which supports learning is everyone's responsibility. The learning characteristics and learning bricks reinforce behaviour for learning throughout the everyday life of the school and the UN Rights of the Child are used alongside these to support the children in understanding their rights and responsibilities with regards to their education and safety.

The policy is underpinned by our knowledge and understanding of the emotional and cognitive development of children as detailed in the THRIVE approach which we have adopted as from September 2019. The policy is founded on the principle that all behaviour is a form of communication and staff should be mindful of the OFSTED guidance that 'Adults understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.'

Aims and Objectives

This document sets out the principles of behaviour that we expect all members of our community to follow be they pupils, staff, parents, governors or visitors in person and online. By identifying the rules of behaviour that will guide our work, this policy and

code of practice will support the aims of the school and its mission as a Christian, Catholic Community.

The main objective of this policy and code of practice is to help each member of the community in the partnership schools to develop a moral sense of right and wrong and thus self-discipline. It also aims to support children to develop strategies to aid self-regulation in times of distress. We aim to demonstrate forgiveness and reconciliation and help everyone to see the destructiveness of revenge and maintaining a grudge.

Each child will be encouraged to develop a deep respect for:

Self by

- Knowing they are individually chosen by God to be part of his family.
- Recognising their strengths and weaknesses.
- Taking pride in all they do.
- Taking responsibility for their actions and the consequences accompanying them.
- Knowing the rights that they are entitled to, as set out in the UN Convention of the Rights of the Child, and the responsibilities that come with these.

Others by

- Knowing Jesus commanded us to 'love one another as I have loved you.'
- Having consideration and understanding for the feelings and needs of other people.
- Respecting and understanding that we are all different and celebrating our similarities and differences

Christian values by

- Having a sense of belonging to a Christian, Catholic Community.
- Knowing they are loved and supported.
- Recognising that each individual contributes to the growth of our community.
- Feeling the support of reconciliation and forgiveness.

The environment by

- Understanding our God given responsibility for the world.
- Caring for property.
- Caring for all living things.
- Accepting responsibility for their own and others safety.

Guidelines

If this policy and code of practice is to be successful and fulfil its aim of promoting good behaviour and supporting learning it must be clearly understood and implemented by all members of our community.

This policy and code of practice will be reviewed annually by the senior leadership team and governing body. It will be brought to the attention of staff, parents and pupils at the beginning of each academic year in accordance with DfE guidance and statutory responsibilities. A summary will be included in the staff handbook, on the school website and a summary sent home each year in the routines and procedures leaflet.

Staff will receive safeguarding training annually and BehaviourSafe training on a three yearly cycle and are expected to use this training to inform their behaviour management practice. Staff will be trained in the principles of Thrive and Adverse Childhood Experiences awareness on a regular basis to support their understanding of children's behaviour and the development of self-regulation.

Staff will be supported by access to OM Health and Well-being. This can be used to discuss concerns about specific pupils or as an opportunity for staff to reflect on their own experiences and responses to challenging behaviour confidentially and supportively.

Key Principles

The key principles listed in this policy and code of practice underpin our charters of behaviour and relationships within the school and apply to staff and pupils alike. It is also expected that parents and visitors to the school will abide by these principles in person and online.

We aim to show our love of God and belief in the Family of Christ by:

- **Treating others with respect and kindness.**
- **Being polite and helpful to all.**
- **Looking after our school and the environment.**
- **Taking pride in all we do.**

These principles will be displayed in the hall and underpin the development of class charters. Everyone should refer to them regularly especially when dealing with examples of behaviour that do not demonstrate these principles.

It is important to separate these key principles from instructions that may be dictated by individual classes or circumstances. Any instructions or rules that are necessary for the smooth running of the school or safety of the community will be explained to the pupils and related to the key principles.

Rewards

We wish to positively recognise all children who keep the key principles and demonstrate behaviour above and beyond the norm. All adults should recognise and affirm good behaviour through verbal praise, messages to parents and other non-verbal communication (thumbs-up, smile) as well as use of a positive recognition board within the classroom.

All pupils are allocated to a team: St Andrew, St George, St Patrick and St David in St Edmund' RC Primary School or Gainsborough, Turner, Constable and Blake in St

Joseph's RC Primary School; when they start school. Children are rewarded with team points in class and these are collected on a weekly basis and announced during celebration assembly. The winning team each term receives a reward of a non-uniform day. Team captains from year six are elected by their team members each year. Team points are also won for sports events over the year.

At lunchtimes Midday Play Leaders can award team points for those who are polite, helpful, and play thoughtfully.

Supporting Positive Behaviour

We have high expectations of behaviour from all and recognise that all children will have times when they find it more difficult to maintain their behaviour. Adults are sensitive to the developmental needs of children and those whose behaviour may reflect experience of trauma and adverse childhood experiences (ACEs). They will need adults to support them to manage their emotions, which for young children can be over-whelming, and provide strategies to self-regulate. It takes time for children to learn to recognise their own emotional triggers and what behaviour is expected and acceptable. Children will need opportunities to co-regulate their emotions alongside adults in order to develop their ability to self-regulate. Children have to be explicitly taught how to behave in the context of the school environment; in the classroom, in the dining room, in the playground, when working independently, in groups and as a whole class. Children will be at different stages of development with regard to their understanding of emotions and social interactions and we must take this into account when managing behaviour in school.

Class teachers must establish clear, explicit routines which are consistently applied to help our children behave positively during the induction week at the beginning of each term. These routines must be practised and revisited regularly, particularly when new children join the class. Staff will use the Walkthrus Behaviour and Relationships modules to support consistent implementation of routines. Staff are expected to maintain consistent routines and procedures including 'smart walking, smart lining-up and smart learning'. Staff must use the principles of de-escalation as per BehaviourSafe and THRIVE training and be mindful of their own emotional responses when faced with distressed behaviour from a child. Consistent application of the agreed principles will provide support for all colleagues and pupils and reduce the risk of distressed behaviour.

To reduce the risk of COVID-19 and other infections, routines around hygiene are important. Children must be taught good respiratory hygiene- Catch it, Bin it, Kill it; and correct handwashing techniques.

Personal, social, health and economic education (PSHE), Assembly and RE can be used to explore particular issues or incidents and rehearse appropriate behaviour. All classes will be screened using the Thrive Online assessment tool and groups and individuals supported with specific programmes as appropriate. The school's THRIVE practitioners can provide advice and support to class teachers. THRIVE spaces are available to support those who benefit from time to regulate with a trusted adult.

It is important to deal with disruptions calmly and quickly, as and when they occur. The basis of good behaviour is about the consistent expectations set by the school, pupils and parents. Children learn best when they feel connection. We cannot

influence children in a positive way until we create a connection with them. Connection creates a sense of safety and openness for children and once formed behaviours can be corrected. The day-to-day interaction and relationship between the pupil and adult is instrumental in good classroom management.

Adults should use the following strategies to minimise disruptions:

- Tactical ignoring
- Distraction
- Passive supervision- moving to stand close to a child, placing hand on shoulder
- Non-verbal cue- eye-contact, shake of head, visual prompts
- Proximal Praise- thanking a pupil close by who is demonstrating the expected behaviour
- Take up time- quietly and individually, give the child an explicit instruction directly and move away to allow time to follow the instruction
- Focus space- safe space within the classroom to work away from possible triggers
- Time out- safe place to take brain/movement break outside the classroom for max 5 mins
- Restorative conversation- quiet, 1:1 discussion about the behaviour and how to support positively

There may be occasions where despite the support provided a child does not meet the expectations of behaviour and other actions are necessary as follows:

- Verbal warning
- Loss of playtime
- Withdrawal of privileges (e.g representing school)
- Exclusion from school activities

Where the incident involves another member of the community, a restorative conversation will be encouraged to acknowledge the actions. Support will be provided for both parties and they will be encouraged to recognise the incident is over and be encouraged to demonstrate positive steps to restore relationships e.g. saying sorry; forgiveness, repairing damage; tidying up. Staff must take account of child on child abuse when managing incidents between pupils.

Staff may also discipline pupils for misbehaviour outside of the school premises when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly and safe running of the school
- poses a threat to the safety of another pupil or member of the public
- could adversely affect the reputation of the school.

Staff should reflect on the teaching and learning in their classroom if there are regular instances of disruption or the same pupils are regularly being sanctioned. It may be helpful for staff to seek advice, regarding planning and learning tasks, from colleagues, leadership team, THRIVE licensed practitioner, Mental Health Lead or SENDCo.

Where a child causes a serious disruption, causes injury to another person, or damages property, a senior member of staff must be informed. In an emergency staff must use the telephones located adjacent to year groups to call the office for assistance. In the first instance, the head of school or senior member of staff will investigate and take appropriate action which may include all or some of the following:

1. Immediate withdrawal, loss of privileges or playtimes.
2. Removal from the classroom for a period of time to an alternative supervised space
3. The child will be asked to write an apology to those affected.
4. Contact with parents informing them of the incident and action taken and support to be provided to all those involved.

If there is no improvement in behaviour or there is a repetition, the Head teacher or head of school will manage the situation and action as follows may be taken:

1. Parents will be invited to school to discuss the incident and the support to be provided.
2. Pastoral support plan including risk assessment and Positive handling plan to be implemented
3. Internal exclusion from specific parts of school life where the child's behaviour would be a health and safety hazard or cause significant disruption to the learning of others, e.g. lunchtimes, Forest School, or visits.

In a case of **extreme behaviour** or where behaviour shows no improvement, final steps, as listed below, may be taken in accordance with Local Authority policy, DfE guidance (2012 updated 2021) and the relevant statutory provision:

1. Fixed term exclusion.
2. Permanent exclusion.

Managing Pupils with Social, Emotional and Mental Health Needs

Where a pupil repeatedly reaches the higher stages of the behaviour actions, the leadership team and Special Educational Needs & Disabilities Co-ordinator will consider whether it is appropriate for an Individual Behaviour Support Plan to be drawn up, in consultation with parents and pupil. Advice will also be sought from outside agencies for example BehaviourSafe, or SES

The THIRVE programme will be used to assess, identify and support pupils and to address social, mental health, emotional and behavioural issues.

In exceptional circumstances, where positive attempts to address the pupil's difficulties have not produced any improvement, an intervention meeting will be held. This will include the parents, outside advisors providing support, and where

appropriate social services, child and family support and health services. The use of Early Help teams will be sought through the use of the Common Assessment Framework (CAF) process or referral to the Suffolk Children and Young Peoples Emotional and Mental Health Well-being Hub.

The meeting will seek to identify the nature and extent of the pupil's difficulties and their impact on the child and school, identify triggers that might be causing the behaviour and action that might be required by those at the meeting to improve behaviour. The consequences of lack of improvement will be explicitly identified.

Where all these steps have been taken and the behaviour has not improved, final steps, as listed below, may be taken in accordance with LA policy, DFE guidance (2022) and the relevant statutory provision:

1. Fixed term exclusion.
2. Permanent exclusion.

Record Keeping

All class teachers must maintain a record of consequences for their own class. It is vital that pupils know we will not forget. These will be kept so that we have a chronology of incidents and patterns in behaviour can be monitored. These are particularly important if we wish to refer for support from external agencies.

Midday Play leaders will use incident report forms to log incidents occurring at lunchtime. These are given to the class teachers so they can follow up as necessary and then to the office who will log in SIMS to indicate they are aware of the incident and have followed it up where necessary.

For pupils with Individual Support Plans the standard pastoral support plan format will be used and the SENDCo/ Inclusion manager will monitor ISPs on a termly basis.

In the case of serious incidents, the serious incident record (see appendix) will be used and it will be recorded electronically using SIMs.

Assemblies

At the beginning of each term the key principles will be discussed by the Headteacher in assembly. This will provide a whole school focus for expectations of behaviour and ensure that the children understand the importance placed on good behaviour.

Bullying

Bullying is the persistent, wilful and conscious desire to hurt, threaten, frighten or isolate someone else.

Bullying in any form, by any member of the community, will not be tolerated at St Edmund's or St Joseph's.

Bullying can take many forms in person and online and may include:

- Physical; pushing, hitting, kicking, pinching.
- Verbal; name-calling, teasing, sarcasm, spreading rumours.
- Emotional; ridicule, humiliation, isolating.
- Racist; gestures, graffiti, taunts.
- Sexual; unwanted physical contact, abusive comments.

For most children, growing up involves learning how to build relationships with others. This is not always a smooth process as children develop self-regulation and understanding of emotions and social interactions at different times. While we all encourage children to be tolerant and get on with one another, conflicts will arise. As children mature their emotions can be very sensitive and offence can be taken when none was intended. Getting children to talk about experiences, real or imagined, is far better than leaving them to worry.

For these reasons we are committed to tackling bullying incidents as quickly as possible and in a constructive manner. However, all action taken regarding individuals will be confidential as we recognise those who carry out bullying actions have often experienced bullying themselves. We provide the opportunity for children to discuss these issues through personal and social education, religious education, circle time, 1:1 wishes and feelings discussions, THRIVE 1:1 reparative work, ELSA support, class worry boxes and philosophy lessons.

Any allegation of bullying will be investigated immediately and dealt with as a matter of priority. All incidents of bullying will be considered to be a serious disruption and dealt with accordingly.

In addition, the Headteacher may, at their discretion, take some or all of the following actions:

- Informing the parents of the children involved, encouraging them to come into school to discuss the matter further.
- Speedy provision of action and support for the victim e.g. a named adult mentor; discussion in PSHE, RE or Circle Time or allocation of a responsible adult to monitor vulnerable pupils/situations.
- Parents being made aware of the community's view of bullying and the sanctions that will be implemented if there is a repeat.
- Counselling and support for all those involved if necessary by outside agencies.

We can only deal with bullying when we know about it. It is vital therefore, that pupils are encouraged to report bullying. Through PSHE, RE and Circle Time we will help the children to understand that bullying is not the victim's fault, that all adults at St Edmund's and St Joseph's take bullying seriously and that children must tell someone if they or another pupil is being bullied. An anti-bullying questionnaire will be carried out annually and class teachers are expected to discuss the results with their class; particularly individuals who demonstrate they may be at risk of bullying.

Staff regularly receive training on Child Protection issues and behaviour management methods (BehaviourSafe). All staff are responsible for recognising situations which

could be caused by bullying or child on child abuse; identifying pupils who may be more vulnerable to bullying and for being a role model when dealing with conflicts.

Parents play a vital part in maintaining good behaviour and reinforcing the school's policy. If parents are concerned their child is being bullied, the child should be encouraged to speak to an adult in school so that the incident can be dealt with immediately. Parents should discuss concerns with their child's teacher in the first instance and give the teacher time to deal with the situation. If there is no improvement, the problem should be discussed with the Head teacher or Head of school. It is better to allow the school to deal with incidents. Parents are asked not to approach the alleged bully as this can cause more problems.

In the event that a parent is dissatisfied with the action taken, they may take their concerns to the Chairman of the Governing Body, in accordance with the complaints procedure available in the office.

Appendix: Record of Serious Disruption

Approved at

Dated

Signed
(Chair of Governors)

Signed
(Headteacher)

**St Edmund's / St Joseph's Catholic Primary school
Record of Serious Incident**

Date		Person reporting
Description of Incident INC use of redirection & restraint (additional details to be recorded overleaf for incidents where restraint is used)		
Pupils Involved		
Location of Incident & Time		
Response /action inc support for all parties involved		Adult responsible
Parents all parties informed		Adult responsible
Action agreed with parents		Adult responsible
Staff to sign off when all actions above completed		Date
Referred to Senior staff	<input type="checkbox"/> Yes <input type="checkbox"/> No	Date
Additional action by Senior staff		Date
Senior staff to sign off		Date

Copies to Class teacher/ Headteacher/ Head of School/ SENCo/ / SBM (please tick)

When describing an incident, record facts without use of emotive language; what happened just before the incident; behaviour seen & outcome e.g injury. Teachers are responsible for ensuring communication with parents' takes place when necessary on the same day even if they do not collect in person (use phone if necessary).

To be completed ONLY where an incident has required physical restraint to be used

<p><u>INCIDENT</u></p> <p>De-escalation strategies used prior to restraint</p> <p>What was the greater harm you were trying to avoid?</p>	<p><u>By whom</u></p>
<p><u>MONITORING</u></p> <p>Did you monitor the child's breathing and wellbeing throughout? – please write how</p> <p>Did you monitor the holds throughout? – please write how</p>	<p><u>By whom</u></p>
<p><u>AFTER THE INCIDENT</u></p> <p>What happened after the incident?</p>	<p><u>By whom</u></p>