

Behaviour and Relationships Policy

St. Laurence Catholic Primary School



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Introduction

St. Laurence Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This is fundamental to our vision for all in our school community, '*Through God's grace, a community growing in knowledge and understanding*'. Our Behaviour and Relationships Policy guides staff to teach self-discipline, not blind compliance, through our core values of **Care, Courtesy and Concern**. It echoes our core values with a heavy emphasis on respectful behaviour and a partnership approach to support positive relationships.

This document is a statement of the aims and strategies for ensuring positive behaviour within the school.

An effective Behaviour and Relationships Policy is one that seeks to lead children towards high self-esteem, self-discipline and, ultimately, self-regulation. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

The legal framework

Teachers' Powers

- This power also applies to all paid staff with responsibility for pupils, such as teaching assistants (unless the Head Teacher says otherwise)
- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006)
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including educational visits
- Teachers have the power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school. In certain circumstances this will include students out of school uniform outside of school hours
- Teachers have the power to impose detention outside of school hours
- Teachers can confiscate pupils' property
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose punishment on that student
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 1. The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
 2. The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and

3. It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.

Policy development

The school has worked closely with 'When The Adults Change' to develop a policy created using evidence informed research that has a sharp focus on relationships.

Core Principles

The core principles of behaviour at St. Laurence Catholic Primary School are that:

- All behaviour is communication and can change and every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of praise and rewards will increase children's self-esteem and thus help them to achieve more. Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.
- **Consistency – in order for our Behaviour and Relationships Policy to be successful, everyone in the school community must be 'on board' and acting consistently.**

The policy is the result of consultation with pupils, parents, governors and staff. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of ***all staff***.

RELATIONSHIPS ARE KEY

Aims

We are a caring community, whose values are built on mutual trust and respect. The school Behaviour and Relationships Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

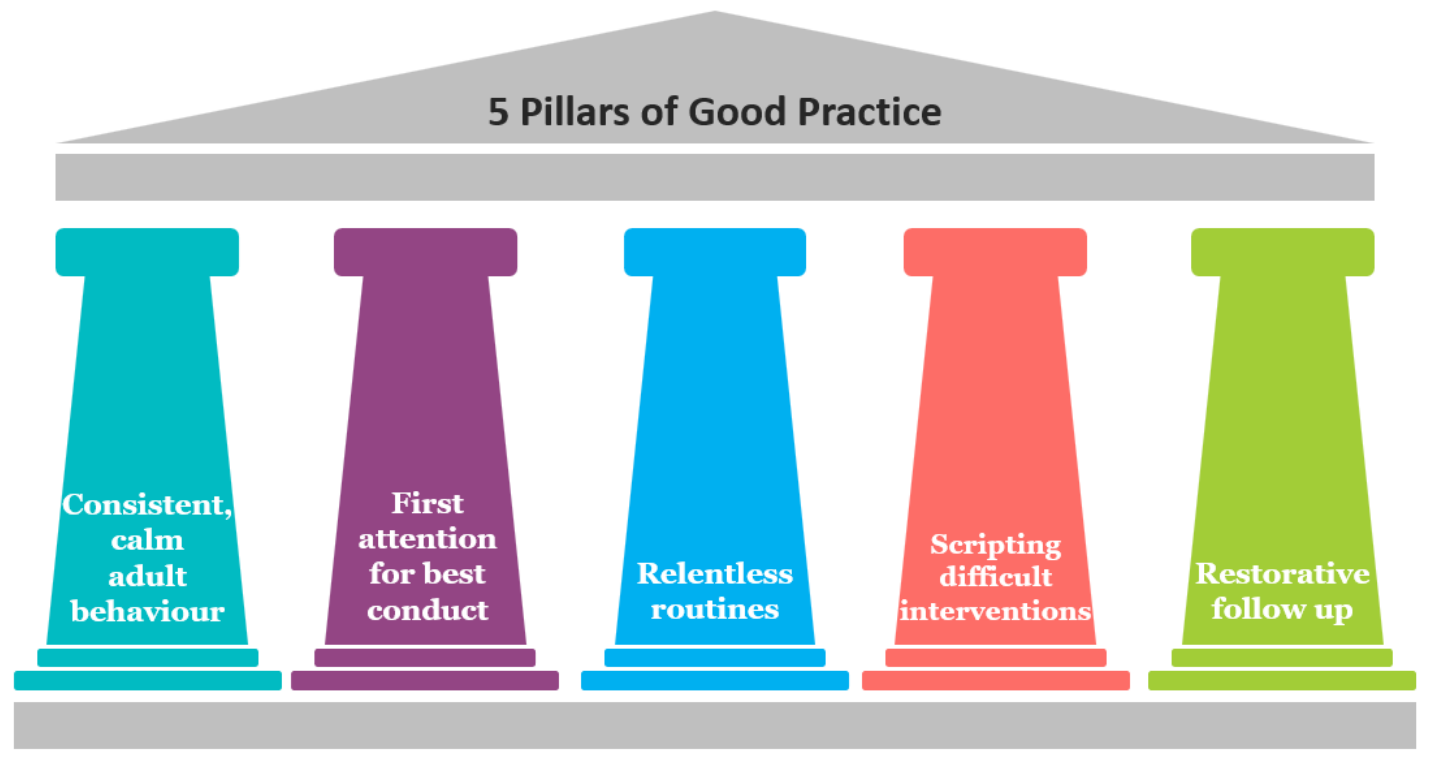
We aim:

- To ensure that every member of the school community will feel valued and respected, and all persons will be treated fairly.
- To develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone.
- To have a clearly structured policy that is applied throughout the school in a consistent manner.
- To support children to make the right choices.
- To keep parents well informed about the behaviour of pupils.
- To foster an atmosphere of mutual support with the implementation of the Behaviour and Relationships Policy

Expectations (all stakeholders)

At St. Laurence Catholic Primary School:

- Adults treat each other with respect, at all times, therefore providing a positive role model for the children and each other.
- We strive to make positive relationships with each other.
- We support all members of this school community to be *ready, respectful and safe* in an environment where effective learning can take place.
- We notice and reward good behaviour.
- We provide encouragement and stimulation to all pupils.
- We treat all children fairly and apply this policy in a consistent way.
- We ensure that all stakeholders are aware of school policy and systems and promote our *Ready, Respectful, Safe* rules.
- We teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.



These pillars underpin our practice with regard to maintaining good or better standards of behaviour.

Charter of Rights and Responsibilities

We all have the ***right:***

1. To receive an engaging and inspiring education, which is broad and balanced.
2. To be provided with a safe and secure learning environment.
3. To be listened to and to have opportunities to express opinions.
4. To have access to high quality resources.
5. To have teachers and adults who are caring, consistent and fair.
6. To enjoy our time in school.
7. To have good relationships and to be able to work cooperatively with others.

We all have the ***responsibility:***

1. To work and learn to fulfil our potential by always doing our best.
2. To look after our classroom, class resources and school environment.
3. To ask for permission before using or touching the belongings of others.
4. To be *ready* to engage with the learning.
5. To listen to, and be *respectful* of, the opinions of others.
6. To look after each other and ensure our school environment is *safe*.

Each class in school has the same set of rules:



Be Ready
Be Respectful
Be Safe

All behaviour in school is underpinned by these three school rules.

Rewards

We will reward positive behaviour through:

Praise

- Actively looking for positive behaviour - **being effusive in praising those pupils who are behaving well**, rather than focusing on the negative.
- Praise pad slips or school rules certificates may be given to reinforce positive behaviour.
- Children may be sent to other members of staff for praise.
- Class teachers may make positive, Friday phone calls to parents.
- Head Teacher's Praise – phone calls to reward effort, achievement and attainment.
- Pupils may earn points for their House.
- Celebration assembly, weekly, to celebrate achievements in and out of school.

Recognition and Consequence

Every day is a fresh start for all children. The intention is for children to be recognised for positive behaviour as often as is possible.

We operate a graduated system when managing low-level disruption in class. Children will receive a discrete verbal warning, a second discrete verbal warning and finally teachers may triage to decide on the next course of action, e.g. reflective conversation and missing a few minutes of break.

The use of a graduated approach should be swift and appropriate for the child, to be used at the teachers' discretion (e.g. reminder of rules at the end of the lesson/break time). Often, the conversation with the child will be the consequence.

Certificates of achievement

All adults, in school, have praise pads allowing them to hand out 'on the spot' certificates for being *Ready, Respectful or Safe*. There are also weekly superstar certificates for *Ready, Respectful or Safe* which are given out during our Friday celebration assembly.

House Points

Each child is affiliated with a 'house', St. Felix, St. Edmund, St. Audrey or St. Julian.

House points can be awarded to those pupils who exemplify our school rules. There will be a termly celebration for the winning house.

Above and Beyond

Children who go above and beyond what is expected of them are rewarded in a special way, through phone calls home or through inviting a parent/carer into the building, at the end of the day.

The Headteacher will have their '5 on Friday' calls where they will make brief but positive calls to families about their children. Teachers will also make one phone call, on a Friday, to the family of a deserving pupil.

Lunchtime awards

Each adult on duty at lunchtime can nominate one pupil, weekly, to sit at the Golden Table during lunchtime on a Friday.

Whilst we expect, on most occasions, pupils will use the 'walkways' to regulate and return to learning, there are some occasions when pupils will need a firmer approach with a direct consequence.

On rarer and more serious incidents, a walkway will not be appropriate and we may move directly to a consequence, after investigation.

We will support children to make the right choices of behaviour through:

- Reflective/restorative conversations
- Loss of part/all of breaks
- Calls/emails to parents
- Natural consequence linked to the event
- Suspension or exclusion
- Anything else school deems appropriate

Walkways

We believe it is important for adults in the school to be visibly consistent and calm, to be in control of their emotions and to have clear expectations when dealing with behaviour. The training they have received in relation to attachment and trauma awareness and emotion coaching will be utilised when responding to challenging behaviour. Staff use the language of 'ready, respectful and safe' when responding to children's actions. They have been taught to use assertive phrases and an 'emotionless script' when dealing with challenging behaviour, such as the following:

I noticed you are...kicking the desk/ struggling to sit on the carpet

I understand you are...angry/ upset/ frustrated

You need to...(state desired behaviour)

Then we can... (state what the outcome will be)

If you choose not to...(state desired behaviour) then...(state consequence)

Do you remember when you...(refer back to a positive event)?

That is who I need to see today!

I know it's tricky but I believe you can do it – thank you. (walk away and don't turn back! allow take-up time and show you believe they can do it)

In addition, emotion coaching phrases may also be helpful in supporting children with managing their behaviour, such as the following:

It's okay to feel...

I think you might be feeling...

I think you found that difficult because...

I hear what you are saying...

I can see that...

I am here with you...

When children have completed any sanction/restorative process, they return to learning with a fresh start. It is important to note, however, for more serious and persistent behaviour patterns, a log is kept to support the child and the whole school community. In some incidences, risk reduction/behaviour plans may need to be put in place/adjusted.

All significant behaviour, pro and anti-social, is recorded on our school's management information system, Arbor.

Classroom Support Plan & Restorative Conversation

All staff should follow the guidelines contained in the behaviour and discipline matrix. In every incident the unacceptable behaviour will be explained to the pupil and they will have the opportunity to explain their actions.

***adults will follow responses as far as is deemed appropriate.**

For further information, please see the Classroom Support Plan in Appendix 1.

Matrix	
Examples of anti-social behaviours	
Behaviour	Adult responses may include (class):*
<ul style="list-style-type: none"> ● Low level disruption ● Lack of engagement with learning ● Excessive chatting ● Running inside school ● Play fighting/rough play 	<ul style="list-style-type: none"> ● Praise someone displaying appropriate behaviour ● First warning (with neutral body language and tone) ● Second warning ● Parents informed. ● Involvement of KS/Phase Lead if behaviour persists ● Potential introduction of Risk Reduction/Behaviour Management Plan/contract
Examples of more concerning anti-social behaviours	
Behaviour	Adult responses may include (class):*
<ul style="list-style-type: none"> ● Constant arguing ● Lying ● Refusal to follow adult instruction ● Inappropriate name calling ● Inappropriate physical contact <i>(i.e. kicking, hitting, pushing)</i> ● Swearing ● Misogyny ● Leaving the learning environment 	<ul style="list-style-type: none"> ● Discussion with class teacher ● Parents informed ● Involvement of a KS/Phase Lead ● Multiple/regular incidents will lead to class teacher meeting with parents and possible consideration of additional needs ● Likely introduction of Risk Reduction Plan
Examples of serious, unacceptable anti-social behaviours	
Behaviour	Adult responses may include:*
<ul style="list-style-type: none"> ● Vandalism ● Dangerous refusal to follow instructions ● Bullying ● Theft ● Unprovoked fighting ● Severe inappropriate physical contact ● Inappropriate sexual contact ● Verbal abuse of staff 	<ul style="list-style-type: none"> ● Involvement of Assistant Headteacher/Headteacher ● Parents contacted ● Involvement of other agencies as required ● Internal seclusion/Fixed term suspension or Exclusion ● Definite introduction of Risk Reduction Plan
Level 4 – Severe Incidents	
Behaviour	Adult responses may include:*
<ul style="list-style-type: none"> ● Racial/Homophobic abuse ● Physical fighting <i>(where an adult has to intervene for the safety of the children)</i> ● Physical abuse of staff 	<p style="text-align: center;">Involvement of Assistant Headteacher/Headteacher</p> <ul style="list-style-type: none"> ● Parents contacted by Assistant Headteacher/Headteacher

<ul style="list-style-type: none">● Harmful sexual behaviour● Hate speech	<ul style="list-style-type: none">● Involvement of Headteacher leading to internal seclusion and or/ fixed term exclusion● Reported to local authority● Definite introduction of Risk Reduction Plan● Repeated incidents could lead to permanent exclusion
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Implementation of the policy and additional information

How the policy will be implemented in our school

Behaviour will be a key part of the SIP and will be implemented through:

- the involvement of all children and staff
- governor involvement
- parental involvement
- time scale [reviewed annually]
- cost implications
- staffing implications
- CPD
- when the policy will be reviewed and updated and how.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support others in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the site, particularly at times of mass movement.

Individual Needs

On rare occasions, some children may persistently display disruptive behaviours and may need a more defined and structured approach to improving their behaviour. Staff should be sensitive to any changes in the child's circumstances which may have resulted in unacceptable behaviour patterns.

The school will use discretion as to how certain procedures are followed, depending on a child's individual needs and circumstances.

Safeguarding procedures will be put into effect immediately if it is felt that there are any serious concerns relating to the child's life outside of school which may affect his/her behaviour adversely.

Children's views

The rewards and consequences were compiled using ideas from staff and children. The children's views are central to the success of this policy and will continue to be considered through meetings of the Pupil Council. The Executive Headteacher will also provide a suggestion box, which will be addressed on a regular basis.

Inclusion

At St Laurence, we would expect that all children, regardless of age, gender, background, ethnicity or ability/disability, would participate and be made fully aware of the aims of this policy and its outcomes. All children will receive parity in respect of rewards and consequences.

Staff development and support

All members of the teaching, Learning Support and Midday Supervisor teams have undergone training in the principles and implementation of this policy. Staff meetings have been conducted allowing staff the opportunity to reflect upon it and offer amendments to the systems. Any suggestions have been carefully considered and acted upon if appropriate.

Regular communication takes place between staff and the SLT with regards to the implementation of the policy to ensure that the principles and systems behind it are fully understood and adhered to. Ongoing CPD will be put in place.

Teaching and support staff have undergone in depth training in attachment and trauma awareness and how these impacts on the child's brain development. These principles have been considered when setting up the school environment and have been incorporated into the ethos of the school. Staff have also received training in Emotion Coaching which provides them with the tools to understand their own emotions, manage their relationships and increase their resilience.

Behaviour at lunchtimes

Incidents of inappropriate behaviour are reported on Arbor (management information system) or My Concern (safeguarding system, if appropriate) which are assigned to teachers so that they are kept up-to-date about any issues that have arisen during lunchtime. Should any incident need to be dealt with, immediately, a verbal report will be given, also. Any issues requiring further action are dealt with by the class teacher or passed to a member of the Senior Leadership Team to be followed up.

Bullying

At St. Laurence Catholic Primary School, we do not tolerate bullying of any kind, including incidents affecting members of staff. Please refer to the following policies for more details: Anti-bullying policy and Safeguarding and Child Protection Policy in relation to responding to allegations of sexual harassment or sexual violence.

Incidents of extremely inappropriate behaviour and suspensions/exclusions

At St. Laurence Catholic Primary School, suspensions/exclusions are used as a last resort and each case is treated on its merit and will be treated equally. The decision to exclude a student will only be taken in the following circumstances:

- In response to a serious breach of the school's Behaviour Policy;
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

This could take the form of internal seclusions where the child is segregated from their peers for a set period of time, but remains within the school premises. A child that is demonstrating extreme inappropriate or dangerous behaviour at lunchtimes may be subject to lunchtime exclusions whereby the parent/carer is required to withdraw the child from the school premises over the lunchtime period. Pupils may also be educated off-site with alternative provision for a set period of time, depending on the severity or frequency of the behaviour. This action is taken with the agreement of the parents/carers. If there is disagreement between the school and parents/carers in relation to this action and parents/carers decide not to take their child to the alternative provision and decide to keep their child at home then this will be recorded as an unauthorised absence. For more information on suspensions and exclusions, please refer to the Exclusions Policy.

Managing pupil transition

Children who are identified as requiring additional support with managing their behaviour will be carefully assisted during the transition process to secondary school, or when a child transfers to another school mid-year. The nature of the support will be negotiated with the new school but is likely to include additional transition visits, liaison with the pastoral team and parents/carers and the sharing of information about successful strategies or current behaviour plans.

Working with other local agencies

At times it may be appropriate for children and families to be referred to other local agencies to gain specialised support in improving their behaviour, social or emotional skills, or if factors such as housing, financial hardship or health are impacting on a child's behaviour and performance in school. Referrals are discussed with parents to gain their consent and families work alongside the Inclusion Manager/SENCo to secure appropriate support from other agencies. Referrals to the Multi Agency Support Hub will follow the process set out by Cambridgeshire County Council.

Use of reasonable force and other physical contact

Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Head of School and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

A number of staff, across the school, are annually trained in the use of positive handling.

Discipline beyond the school gate

The law allows teachers to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. If an incident of non-criminal bad behaviour and bullying occurs off the school premises which is witnessed by a staff member or reported to the school, the school will take the necessary action:

Incidents may occur when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

It could also relate to misbehaviour at any time, whether or not the conditions above apply, that:

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

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school policy sets this out; and

2) **Power to search without consent** for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item that may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

With items, not to be handed to the police, schools can decide if they are to be held and returned to parents or disposed of.

Links to other policies and documents:

- Home School Agreement
- Keeping Children Safe in Education
- Safeguarding and Child Protection Policy
- Suspension and Exclusion Policy
- SEND Information Report
- Inclusion Policy
- Anti-Bullying Policy

Appendices

Behaviour Contract

Behaviour Contract



Date of Contract:

Pupil's Name:

This is a contract to say that I will try my hardest in all areas of the curriculum. I understand the rules of **being ready, respectful and safe** and this should be for all pupils and teachers. I will strive to live by these rules in every classroom and around the school, especially in **....** I will arrive at school on time. If I am late I will come into the classroom quietly.

If I don't follow the school rules, I understand there will be consequences:

- Loss of break time
- Loss of lunch time
- Loss of right to join the football at lunch
- anything else you think is pertinent**

3 of my top qualities that I am proud of.....

- 1)
- 2)
- 3)

3 things I want to achieve this year.....

- 1).....
- 2).....
- 3).....

Pupil Signature: Date:

Parent/ Guardian Signature: Date:

Class Teacher Signature: Date:

Head of School Signature: Date:

THE CLASSROOM SUPPORT PLAN

calm and easy on every step with plenty of take up time

Resist the urge to jump steps.



REMINDER

Take up time



WARNING AND A MINUTE

Take up time



LAST CHANCE AND 2 MINUTES AFTER

Take up time
(lots)



TRIAGE



TEACHER'S CHOICE

Quick catch up, restorative repair, imposition,
detention or natural consequence

I've noticed ... (for positive noticing and correction)

I need you to...

I understand and yet...

Remember our rule about...

This is how we do it here

Love that! (and walk away)



Reflection Sheet - *Through God's grace, a community growing in knowledge and understanding*

Which rule did I not meet?

Be Ready
Be Respectful
Be Safe

What happened?

What were you thinking at the time?

What do you think now?

Who has suffered and how?

What needs to be done to make things right?

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