



St Mary’s R.C. Primary School



Relationships and Behaviour Policy

January 2020



Behaviour Policy

Date	Review Date	Coordinator	Nominated Governor
January 2020	January 2021	Mrs Kate Phillips	Father Hennessy

Missions Statement

‘Christ is at the centre of all that we do at St Mary’s RC Primary School. We inspire our children to follow in his footsteps by working, praying, sharing and learning together.’

We use the following motto to help us remember our mission:

“Working, Praying, Sharing and Learning Together”
“Gweithio, Gweddiwn, Rhannu a Ddysgu gyda’n Gilydd”

Vision Statement and Aims

St Mary’s R.C Primary we:

Strive to be the best we can be,

Together with Christ at the Centre,

Motivate, empower, inspire,

Achieve through ambition and creativity

Respect ourselves, each other and the wider world,

Your faith, your school, your community,

Safe in mind, body and spirit.

Behaviour Policy

‘All behavior is Communication’. We strive to foster positive relationships with each other, supporting emotional wellbeing using restorative and nurturing approaches.
A place where children feel included, listened to, respected and celebrated.



Definition:

Our relationship and behavior policy at St Mary's R.C. Primary is aimed at making school a positive and supportive environment in which all children can be ambitious and capable learners and ethically informed citizens. It is based on the principle of inclusion and equality and reflects the values of our school vision.

We want to make St Mary's R.C. Primary a place where children are safe, happy and able to respect others and themselves.

Aims and Objectives

Our aims are: -

- To value our agreed Vision, Mission and Aims.
- To model what is meant by positive behaviour, recognising and celebrating achievements.
- To include all our partners and community in creating a positive learning environment.
- To be consistent about modelling positive behaviour, ensuring that all members of the school community work together to provide a secure, safe and enjoyable learning environment.

Roles and Responsibilities

Parents and the Community

We acknowledge that parents are the first and best educators of their children and that the school works in partnership with them. There will be regular consultation and information sharing with parents.

There will be meetings and information given to parents about this policy to ensure they fully understand how we foster positive relationships and behaviour within the school community.

Parents will be encouraged to talk to their children about their experiences at school and to listen to their questions and thoughts.

Governors:

Governors have responsibility for ensuring there is a clear relationship and behaviour policy, in consultation with parents and teachers, which is in keeping with Catholic teaching.

If necessary they will provide guidelines. They will ensure that the policy is available to parents. Governors will ensure that the policy and any relevant resources are monitored and evaluated.



Teachers:

Teachers have the responsibility to:

- Advise governors on the content of the policy
- Draw on help and guidance from relevant sources, e.g. SLT, Outside agencies such as the Educational psychologist.
- Follow the policy to encourage positive behavior and use restorative approaches
- Use the agreed methods for celebration and praise consistently.
- Participate in monitoring and evaluating of the policy.

Rights Respecting Schools:

We are a Rights Respecting School (Silver). We believe that all children have the right to be safe and be listened too. Our playground charter to ourselves and others is:

Playground Charter

- We have the right to be **safe** so we will be kind to all children
- We have the right to **relax and play** in a clean environment so we will look after our equipment and our rubbish in the bin
- We have the right to be **listened to** so we will listen to others
- We have the right to be **looked after** so we will line up and come in when the bell rings

Every class has their own class charter which is used regularly to promote positive behavior. The whole school charter is displayed for all visitors and school partners to see.

ACES (Adverse Childhood Experiences)

At St Mary's we are ACE Aware. ACES are Adverse Childhood Experiences. These are:

1. Verbal abuse,
2. Physical abuse,
3. Sexual abuse,
4. Parental separation,
5. Domestic violence,

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6. Mental illness,
7. Alcohol abuse,
8. Drug use,
9. Incarceration.

We understand that all our children could be affected by these in their time with us or have been affected by them before. We provide an environment for our children that is positive and supportive.

We foster relationships with all children and understand the importance of our roles in their lives. We encourage them to talk and nurture them so they feel safe and loved. Children who need specialist provision have access to highly trained support staff who plan meaningful personalised support for individuals and groups.

As part of the training for ACE Awareness staff have been trained in PLACE. PLACE is an emotion coaching approach to supporting children when they are showing difficult behaviours. The outline that staff follow is:

- **Playfulness-** environment & approach
- **Liking**
- **Acceptance**
- **Curiosity**
- **Empathy**

Positive Behaviour: Steps to Success

It is essential the children, staff and partners understand what is meant by positive behaviour and that the rules we expect them to follow are clear and understandable.

Working with the children we believe all members of St Mary's R.C Primary should follow these rules:

- We will follow instructions first time
- We will model positive behaviour in day to day lives
- We will treat everybody how we would like to be treated ourselves
- We will keep hands, feet and unkind words to ourselves
- We will respect everybody, including ourselves
- We will care for our school and everything in it
- We will be good learners and allow everyone to learn together
- We will always listen to whoever is talking and have good manners



Restorative Practices

We believe Restorative Approaches are a fundamental component in helping our young people resolve conflict, build social and communication skills and develop core values such as empathy, responsibility and truth telling.

Restorative approaches are based on four key features:

- Respect – everyone listens to other opinions and value them
- Responsibility – taking responsibility for your own actions
- Repair - develop skills to identify solutions that repair harm
- Reintegration – working through a structured supported process that aims to reintegrate pupils back into the classroom.

Restorative conversations are an opportunity to discuss behaviour, not the child's character. They provide a platform to build relationships that change and improve behaviour for the long term.

Questions asked in an informal corridor conversation include:

- What happened?
- What were you thinking?
- What needs to happen to put things right?
- What are you going to do next time?

Celebration and Rewards

To foster a positive environment, we will use a range of rewards and celebrate success. These will be;

- Verbal rewards as much as possible
- Stickers
- Notes home
- Positive Class-dojos messages to parents
- Award Assembly/display
- Star of the day (FP)
- Class Dojo Points
- Class dojo Certificates (weekly)
- House Points – termly awards for the house with the most points.
- Storm cloud/ Rainbow system



Sanctions:

All staff will attempt to avoid confrontation and defuse situations wherever possible by talking to pupils in a calm, but fair manner.

However, there may be times where sanctions are needed.

It is the responsibility of the member of staff who is involved, witnesses the behavior to support the child through this process

- **Look/check behaviour** (saying name, reminding of expectations etc)
- **Second warning** – Name is written on the board
- **Third Warning** – Time may be lost during lunchtime/ Playtime
- **Visit to Head Teacher:** Parents will be informed (e.g. by phone, in person or my message app on class dojo)

If necessary, Individual Behaviour Plans will be implemented after consultation with the SLT.

N.B. It will be at the discretion of staff to jump any steps if they feel the incident warrants it but an explanation must be given to the child. Any instances of swearing, verbal abuse, spitting or physical violence will result in an immediate ‘Visit to Head Teacher’ and parents will be informed.

Lunch Time Systems:

Rewards:

- § Verbal rewards as much as possible
- § Stickers
- § House Points
- § Lunchtime class dojo Points

At the end of the week, midday supervisors are to award ‘Pupil of the Week’ for each class. This could be for positive behaviour always or for someone who has tried really hard one dinner time.

Midday supervisors are to be given an exercise book to keep a note of any positive points they would like to award from dinner time. The TA on yard duty will put these class dojo points on during the final five minutes of the dinner time.

Sanctions:



All staff will attempt to avoid confrontation and defuse situations wherever possible by talking to pupils in a calm and fair manner using restorative techniques. (See above)

For any incidents that warrants it, pupils are to be sent straight to their class teacher.

Severe behaviour clause:

Severe issues will be dealt with by SLT and all staff must inform a member of SLT. Severe behaviour can include, but is not limited to:

- Inappropriate/dangerous items being brought onto school premises (see offensive weapon and serious incidents policy)
- Racist abuse
- Bullying
- Physical assault
- Verbal abuse/threatening behaviour including spitting
- Homophobic abuse
- Sexual misconduct
- Theft
- Damage to property
- Persistent disruption to learning

In the case of **severe** misbehaviour any or all of the sanction stages may be missed out. The following actions may be taken:

- Policy of choices and consequences explained
- Parents informed of behaviour and consequences
- Parents will be contacted immediately and asked to come to discuss the situation
- Child will be put on a Individual Behaviour Plan
- Child will be excluded internally
- Parents and child meet with governor and HT
- Child will be excluded fixed term
- Child will be excluded permanently

Fixed-term and permanent exclusions:

Only the head-teacher (or the acting head-teacher) has the power to exclude a pupil from school. The head-teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the head-teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.



If the head-teacher excludes a pupil, s/he informs the parents immediately verbally and in writing giving reasons for the exclusion. At the same time, the head-teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head-teacher informs the LEA and the governing body about any permanent or fixed-term exclusions.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head-teacher.

The governing body has a discipline committee that is made up of three members as the need arises. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head-teacher must comply with this ruling.

If a second fixed term exclusion has to be considered, a managed move, to a different school may be discussed with the parents and the child. Ultimately, should the child be unable to behave appropriately he/she may be permanently excluded.

Communication:

We recognise that efficient communication mechanisms are vital in achieving positive behaviour. There are systems in place to ensure that clear and consistent messages are given when dealing with issues.

- **staff ↔ staff** (staff meetings, KS meetings, year group meetings, ALN reviews, TA meetings, liaison with lunchtime supervisors, class teachers and senior managers).
- **school ↔ child** (school and class council, ALN reviews, PSHE circle times)
- **school ↔ home** (reports, parents' evenings, ALN reviews, letters, questionnaires, classdojo messages)
- **school ↔ outside bodies** (agencies, pre-school, secondary school)

Roles and Responsibilities

- The Headteacher and Governors have overall responsibility for the implementation of the school's Relationship and Behaviour Policy.
- The ALNCO and Wellbeing Lead is responsible for providing guidance, and monitoring the implementation and effectiveness of individual behaviour support.



- The Child Protection Liaison teacher provides guidance to the ALNCO and together with the Senior Leadership Team, they monitor situations involving behaviour issues which might indicate the need for further intervention.
- All staff, including class teachers, teaching assistants and lunchtime supervisors are responsible for implementing and promoting the policy.
- All staff should act as role models.
- Parents/ guardians and children are responsible for upholding the Policy
- Employees requiring further information or requiring advice concerning the appropriate course of action to adopt in any situation, should contact their Line Manager, Head teacher, Chair of Governors.

Recording Systems

- ClassDojo
- IBP
- ALN reviews (including school, Parents/ Guardians, child and outside agency perspectives)
- End of year reports

Policy Monitoring and Review

This policy will be monitored, evaluated and reviewed by *the* Head Teacher *and* the Wellbeing Lead with support from the whole teaching staff, pupils and partners. It will updated annually.

Headteacher:	Mr T Baxter	Date:	
Chair of Governing Body:	Fr Hennessy	Date:	
Subject Leader	Mrs K Phillips	Date:	

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