



## Behaviour and Relationship Policy

Together with Christ everyone achieves more

### Introduction

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at St Mary and St Benedict to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

St Mary and St Benedict is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is encouraged to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and support others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners. Consistent, clear and calm management underpins this.

The school places a high priority upon the social and personal development of pupils. We aim to create a **positive** atmosphere and safe environment within which every child has the opportunity to:

- Respect themselves and take **responsibility** for their actions;
- Be **tolerant** of all cultures, abilities and beliefs;
- Feel safe, valued and able to contribute positively to school life;
- Develop an understanding of socially acceptable behaviour and a personal sense of right and wrong;
- Develop powers of **self-discipline** and **self-control**
- Grow to be **eloquent** and **truthful** in what they say of themselves, the relations between people and the world; **discerning** about the choices they make and the effects of those choices; **intentional** in the way they live, guided by conscience, and **prophetic** in the example they set to others.

### Principles

- Our approach to behaviour is clear, fair and consistent, based on nurturing principles and restorative practices.
- Strong, healthy relationships are fostered, nurtured and valued.
- 'Botheredness' is recognised as key to relationship building, and is a deliberate daily act, built into the teaching routine.
- Children's experience of school should be safe, respectful, equitable and happy.
- All staff have the tools to enable them to support and equip children with strategies to manage their own behaviour and build positive relationships with others.
- A culture of exceptionally good behaviour is the expectation.
- First attention is given to best conduct.

- Children are supported in taking control over their own behaviour, and being responsible for the consequences of it.
- Effort is recognised over achievement.
- To provide clear routines and established signals to support good behaviour.
- To ensure parents and school work in partnership in order to provide a consistent framework for children.

At St Mary and St Benedict, we have high expectations for our children and staff. We are a vibrant and diverse community, and every member is valued for the contribution they make. Through our thoughts, words and actions, we encourage all of our school family to live out our mission statement by living fully and acting justly.

## Rules

At St Mary and St Benedict we have high expectations for all our pupils; we expect children to live out daily our mission statement of Together With Christ Everyone Achieves More by demonstrating our Values to be **Ready, respectful, safe**

These values can be applied to a multitude of situations in all areas of school life. They are taught and modelled explicitly, and the language of 'ready, respectful, safe' is used consistently by staff to praise good behaviour publicly, and to privately remind. We also understand that for some children, following our behaviour expectations are beyond their developmental level; in these cases, bespoke positive behaviour plans will be provided. This is recognised through weekly Values Certificates at assembly, positive reinforcement strategies, recognition boards in classrooms and end of term Assemblies. In addition, we wish to give recognition to pupils who go 'Over & Above'. 'Over and above' behaviours include exceeding our school values, impacting the wider St Mary and St Benedict community and showing initiative.

## Expectations

### All Adults

We expect every adult in our school community to:

- Meet and greet each child in their care
- Use the consistent language of 'ready, respectful, safe'
- Model positive behaviours and build relationships
- Be calm and give 'take-up time' when using stepped boundaries
- Follow up every time; retain ownership and engage in reflective dialogue with children
- Never ignore or walk past children who are behaving badly

### 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 for children.

Senior leaders will:

- Welcome children and family members at the start of the day
- Be a visible presence around the school site, especially at transition times

- Encourage use of relentless routines, positive notes and positive phone calls
- Celebrate children and staff whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in restorative conversations
- Ensure staff training needs are identified and targeted
- Support phase leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

All adults in school address poor behaviour in a controlled and calm manner. Poor behaviour is never ignored; rather it is dealt with without emotion, using stepped boundaries.

### First attention for best conduct

- Clear, simple routines and expectations make our children feel valued and motivated to give their best. As well as using the language of 'ready, respectful, safe' consistently, all adults will look out for children who go over and above these expectations. Children will be recognised for their effort over academic achievement in the following ways:
- A recognition board in each class to encourage social or learning behaviours. The board will have a focus such as 'working quietly' or 'using kind words' and members of the class may nominate names to be added. The emphasis is on children working together as one team to achieve one learning behaviour, with an aim of all names on the board within a set time frame.
- Positive notes home may be given by any adult to any child in school in recognition of their effort in going over and above. There is no set amount to be given each week, though the notes must be sincere to keep their value.
- Hot chocolate Friday- Older children are nominated by their peers. Lower down the school, staff will nominate one child per class.

### Relentless routines

Research tells us that the best schools have a behaviour plan that is based on tight agreements, simply framed and relentlessly pursued. Our relentless routines are:

- Meeting and greeting
- Lining up after play/ lunch time
- The hand up for silent stop
- My Turn/Your Turn
- Turn To Your Partner
- Transition from carpet to table: 1-2-3
- Magnet eyes

These routines will be consistent for all children in all classes, and pursued by all staff.

### Scripting difficult interventions

Connection and clear communication are at the heart of good behaviour and relationship management. A scripted intervention aims to deliver a clear message, quickly and calmly, maintaining the dignity of the child involved. It also allows the adult to act without emotion. Scripted interventions are quick, efficient and predictable; the same language is used by all staff, and is familiar to the children. Scripts allow an intervention to take place immediately, and provide all staff with the tools to deal with behavioural incidents confidently and consistently. Unless further action is required, these incidents will not be revisited by the class teacher or senior leaders.

### Restorative follow-up

At St Mary and St Benedict, we believe that nurturing and restorative practices are key to building positive relationships. Restorative conversations aim to help children realise how their behaviour impacts others, to teach what appropriate behaviour looks like, and to equip them with tools they can use to avoid a similar incident occurring in the future. Scripted restorative questions will be used to support these conversations.

### Stepped boundaries

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. When behaviour is displayed that falls below our high expectations, we will follow the stepped process, remembering that poor behaviour should always be corrected privately. It is important that all staff retain ownership when implementing these boundaries, with the knowledge that SLT may be called upon to offer support and show a unified consistency for children.

- Step 1: Reminder** A reminder of the 3 simple rules of Ready, Respectful, Safe.
- Step 2: Caution** A clear caution, making the pupil aware of their behaviour and clear communication of the consequences if they continue.
- Step 3: Last Chance** A final opportunity to engage. A scripted intervention should be used.
- Step 4: Refocus time** A few minutes for the child to calm down, breathe and compose themselves.
- Step 5: Repair** A restorative conversation; this may be informal or a more formal meeting, depending on the need of the child in each situation.
- Step 6: Support Step** If behaviour is aggressive or threatening then support can be sought from phase leader, SLT or Head teacher

### Impact

We expect the impact of this policy to be evident in the relationships between adults and children. The language of Ready, Respectful, Safe should be used naturally and understood throughout the school environment, and adults should strive to show relentless 'botheredness'. As a result of building positive connections and nurturing strong relationships, our school should be a calm, safe environment with a culture of exceptionally good behaviour.

### Procedures

- Written statements of expectations and sanctions will be displayed in all indoor and outdoor areas.
- All staff are responsible for the consistent implementation of all aspects of the policy.

- The expectations and sanctions will be discussed with the children during induction and at any other time deemed necessary.

Children who have been involved in incidents deemed to be 'very serious misbehaviour' (see below) will be dealt with by the Head Teacher according to the progressive procedure. The Head Teacher will make an appointment to see their parents/carers and the school will work in partnership with them to address the behaviour and improve it. Possible sanctions may include a fixed term or permanent exclusion, referral to the Social, Emotional, Mental Health and Learning Team or a Behaviour Monitoring Record setting clear targets for improved behaviour and support. Parents/carers may also be referred for support in managing behaviour.

### Inclusion

Children who have been identified as having specific areas of behavioural/emotional difficulty will be catered for according to the individual level of need:

- Provision will be appropriate to their stage on the SEN Code of Practice;
- Specific targets within a 'My Plan' which describe strategies to address their difficulties and promote behavioural/emotional development;
- Support from Social, Emotional, Mental Health and Learning Team or other partners if necessary.

### Partnership with Parents

Parents will be informed of, and involved in, our school approach to Behaviour by means of the following strategies:

- Statement in the School Prospectus
- Home/School partnership statement
- Discussion at parents' meeting prior to admission
- Discussion with teachers at parent/teacher consultations
- Reward certificates which are taken home by pupils
- Phone calls/ notes sent home
- Statements in the annual pupil reports
- Newsletter and website

The school will seek to support parents in positive behaviour management through referral to other agencies including the Parent Partnership.

### Lunchtimes

Lunchtimes are organised to be a positive experience that support the aims of the school. Lunchtime rules reflect the school's values whilst being reflective of the different organisation. Expectations are clearly communicated to children. Members of the School Leadership Team are always on duty at lunchtimes, and Lunchtime Supervisory Staff receive training at the beginning of each academic year.

Sanctions are planned consequences which members of staff implement when agreed expectations are infringed.

- Verbal warning – clearly stating what the adult wants the child to do
- Reflection time
- Head Teacher to see parents of children who persistently misbehave at lunchtimes or who are involved in a 'serious incident'.

The Head Teacher will make an appointment to see their parents/carers and the school will work in partnership with them to address the behaviour and improve it. Possible sanctions may include an internal or external lunchtime exclusion (on or off site) for a day, or longer in cases of persistent misbehaviour.

### Very Serious Misbehaviour

1. Physical, sexual, racist or verbal abuse towards an adult or child
2. Defiance eg leaving the learning area without permission
3. Stealing or damaging property

A record of the incident will be made by the member of staff who witnessed the incident or to whom it was first reported; this will then be discussed and monitored by the Middle Management Team at their weekly meeting. This monitoring will inform provision. The incident and follow up actions will be recorded on the schools CPOMS system.

### What is Bullying?

Bullying is 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying results in pain and distress to the victim. Bullying can take many forms.' (DFE)

The occasional fight or quarrel between pupils who have equal power may be worrying but does not fall into the category of bullying

- Behaviour that is deemed to be bullying or harassment may be defined as any hostile or offensive act.

St Mary and St Benedict Catholic Primary School recognises the following types of behaviour as bullying /harassment:

- Emotional – being unfriendly, excluding, tormenting (hiding belongings, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racial – racist taunts, graffiti, gestures
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of the internet such as email, internet chat rooms and social media such as Facebook, misuse of mobiles by using threatening text messages and calls; misuse of technology (cameras & videos)
- It may also include having money and other possessions taken or messed about with.

### Dealing with Bullying

Through the school's PSHE curriculum and assemblies, pupils are made aware of what constitutes anti-social behaviour and are encouraged to inform their teacher and/or any adult of concerns they have in relation to being the subject of bullying or harassment. Pupils are made aware that ignoring the problem will not make it go away. School advises pupils and their parents how to stay safe, including safe use of the internet and mobile phones/ devices.

### Reporting incidents of Bullying

We recognise the sensitive nature of reporting incidents of bullying and that some children may feel unable to approach their class teacher or other adult directly. Therefore alternative ways in which a child can report that they are being bullied are available to the children. These methods of communication include:

- A worry box placed in the Library which will be monitored in the first instance by the PSHE co-ordinator and if deemed necessary passed on to the SLT.
- Parents may relay incidents to staff. Staff are on the playground daily and are available for parents to speak to.
- ALL reports of bullying will be taken seriously and recorded and kept on file in the HT office.

### **Procedures to deal with a reported incident of bullying/harassment**

All staff will be trained to deal with reports of bullying and harassment including lunchtime supervisors. The pupil reporting an incident of bullying/harassment should be listened to carefully and supportively. If the incident has been reported to a member of staff who is not a teacher then the member of staff should inform the Head Teacher, her representative or a class teacher.

Once the incident has been reported to a teacher the teacher should listen carefully to the pupil. If the teacher feels the evidence given by the child is representative of bullying the Head Teacher should be informed.

Having received the information the Head Teacher will:

Ask to speak with the pupil to establish the facts relating to the accusation. The aim is to establish fact from fiction. The interview will be conducted in a supportive and caring atmosphere which aims not only to find the truth but also to reassure the pupil that they are safe and cared for. This meeting will be conducted in private.

Having listened to the evidence as presented by the pupil the perpetrators of the alleged incident will be interviewed. Depending on the specific case the victim and the perpetrator may be interviewed together. The Head Teacher will then decide if the case for bullying/ harassment has been proven.

If the case has been proven to be an incident of bullying then it will be recorded on CPOMS and discussed at the weekly Management Team meetings to monitor the situation. The following actions will also take place:

#### **For the victim**

The pupil will be reassured that the school is dealing with the incident and told of the measures to be put in place to prevent the perpetrators from offending again. The Head Teacher will report back her decision to the victim's class teacher and parent. The victim will be closely monitored by the class teacher and Head Teacher. For the Head Teacher this will mean making short observations of the victim on the playground and holding a review meeting which will take place within two weeks to establish whether the bullying/harassment has ceased.

The victim will be assured that they are being supported by the school. The parents of the victim will be informed of the incident and measures taken to prevent the incident happening again.

#### **For the perpetrator(s)**

It will be made clear that the school adopts a zero tolerance policy toward the kind of behaviour they have been exhibiting. The perpetrators will be asked to apologise for their actions and guidance will be given as to the positive behaviour expected.

The Head Teacher will, inform the parents and ask them to come into school to discuss the matter further. In some cases the Head Teacher may involve outside agencies to support both victims and perpetrators.

The Head Teacher may also decide to either:

- Withdraw privileges for a set period of time e.g. withdrawal from representing the school or attending an after school activity.

OR

- Withdraw playtimes for a set period of time.
- In extreme cases a period of exclusion will be served on the perpetrators.

### **As a Parent what should I do?**

If, from information you have been given by your child, you believe there is a problem which could be bullying, the first point of contact with the school you should make is with your child's class teacher or the Head Teacher. Contact may be made by telephone, letter or email [headteacher@stmary-stben.coventry.sch.uk](mailto:headteacher@stmary-stben.coventry.sch.uk). All reported incidents will be investigated to establish whether bullying has or is taking place. The outcome of the investigation will be reported to you.

Discussed at the Performance and Standards Committee on 14<sup>th</sup> September 2023.

Adopted by the Governing Body on \_\_\_\_\_ Signed: \_\_\_\_\_

Date of next review:

## Appendix 2- Classroom Plan

Steps	Actions
1. <b>Redirection/Reminder</b>	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Kind. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2. <b>last chance</b>	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3. <b>30-second script</b>	If the pupil still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. This two minutes cannot be removed or reduced.
4. <b>Time out/Cool off</b>	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in The Nurture Room or a quiet area in the classroom.
5. <b>Restorative conversation</b>	(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
<b>Support step</b>	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need.

### Appendix 3- 30-Second Script

#### 30-Second Script

*'I noticed you are ...' (wandering around the classroom chatting)*

*'You are not showing our school*

*Value...' (respect)*

*'You have chosen to...' (stay behind at playtime to catch up with work)*

*'Do you remember when you...' (finished all your writing)*

*That is who I need to see today. Thank you (for listening).*

### Appendix 4- Restorative Questions

#### 'Restorative Questions

1. **What happened?**
2. **What were you feeling/thinking at the time?**
3. **How did this make other people feel?**
4. **Who has been affected and how?**
5. **What should we do to put things right?**
6. **If this happened again, how could you do things differently?**



*St Mary and St Benedict Catholic Primary School*

At St Mary and St Benedict Catholic Primary School our mission statement '*Together with Christ Everyone Achieves More*' underpins everything we do. We strive to create independent, articulate thinkers and learners who have the confidence to pursue all possibilities

*Visible Adult Consistencies*

1. Meet and Greet
2. First attention to best conduct
3. Model our values
4. Listen
5. Calm and caring

*Rules*

- Respectful
- Ready
- Safe

*Over and above .....*

1. **Exceeding our school values** – Everyone achieves more
2. **Effort** – Always striving for excellence
3. **Initiative**

*Relentless Routines*

1. Meeting and greeting
2. Lining up after play/ lunch time
3. The hand up for silent stop
4. My Turn/Your Turn
5. Turn To Your Partner
6. Transition from carpet to table: 1-2-3
7. Magnet eyes

*Stepped Sanctions*

1. **Reminder** (3 rules)
2. **Caution** (outlining behaviour and consequences quietly to the child)
3. **Last chance** (30 second script intervention)
4. **Cool off** (time in thinking spot/ area)
5. **Repair** ( Restorative conversation)

*30 Second Scripted Intervention*

- I have noticed that you are (having trouble getting started)
- You are not showing our ... (3 rules)
- You have chosen to ..
- Because of that you need to (refer to action to support behaviour eg move to another table)
- Do you remember when you ... (refer to previous positive behaviour)?
- That is what I need to see today... Thank you for listening

*Restorative Questions*

1. What happened?
2. What were you thinking/ feeling at the time?
3. What have you thought since?
4. How did this make other people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. If this happened again, how could you do things differently?