



# **St Anne's Catholic Primary School**

## **Relationships and Behaviour Policy**

Galatians 5:22-23: "God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled."

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## Relationships and Behaviour Policy

***“We strive to build good relationships throughout the school community, providing a warm and caring learning environment, in which we work and live as Jesus taught us!”***

### Governors’ Written Statement of Behaviour Principles:

Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour and discipline policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors’ duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school. The statement is available upon request from the school and can be found on the school’s web site. It is also held in the school office.

We, the Governing body of St Anne’s Catholic Primary School, believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment. We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour. We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; and praise and rewards. It is recognised however, that on occasions sanctions are necessary to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect on, and learn from, their behaviour and to make reparation wherever possible. Because of our focus on positive behaviours and the opportunities for pupils to learn from their mistakes, we expect lower than the national average rates of exclusion.

Some pupils, for example those with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

Given the importance of the safety of the pupil body, the Governing body support the right of the school to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Similarly, given the overriding need to keep children safe, the school will utilise their powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

We work with parents and carers to understand their children and their circumstances and believe this relationship is an important part in building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of St Anne’s off-site.

### Relationships and Behaviour Policy

We aim for our children at St Anne’s Catholic Primary School to be happy, confident and respectful. Our children are nurtured and educated from their first day, until they leave us for the next stage in their educational journey. Our school values use the acronym **INSPIRE: Independence, Nurturing, Skills, Progression, Individual, Resilience, Encouraging. Our school rules are:**

**Be Ready    Be Respectful    Be Safe**

### Purpose

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 Anne’s to enjoy a calm, nurturing and caring

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environment which will support every child both emotionally and educationally to give them the best possible chance of success.

St Anne's 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. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

### **Aims**

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all

### **Our Vision**

**To be an outstanding school that:**

**– Successfully delivers a rich and broad-based curriculum that INSPIRES in our children a love of learning and an aspiration to fulfil their true potential;**

**– Makes a positive contribution at the heart of our local community;**

**– Ensures our children and staff are active, environmentally aware citizens making our school and parish proud in a culturally diverse society.**

At St Anne's, we have high expectations for all pupils; we expect children to be St Anne's ready by demonstrating our St Anne's Values. This is recognised through weekly certificates at assembly, positive reinforcement strategies, recognition boards in classrooms, the 'above and beyond' recognition book in the Head teacher's office and Golden Assemblies.

We want all of the St Anne's family to live out daily our mission statement of:

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by following our **INSPIRE** curriculum and the rules of:

**Be Ready    Be Respectful    Be Safe**

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 Anne's community and showing initiative.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

Paul Dix

**Expectations of Adults - we expect every adult to:**

1. Meet and greet every child every morning.
2. Refer to 'Be Ready, Be Respectful, Be Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (eg, Recognition boards)

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6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

## **Positive Strategies**

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

*'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'*

Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show St Anne's Values and go over and above. Ways that children will be recognised for doing so:

### **Fabulous Fridays**

Children consistently going 'over and above' will be invited to have a special meeting with the Head Teacher at the end of each half term. This needs to be a sincere high-level recognition to ensure it is not devalued.

### **A Positive Note Home/Letter Home from Staff/Visitors**

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Notes may also be sent home from the head teacher to recognise outstanding children.

*'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'*

Paul Dix

### **Recognition Board**

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words', 'Over and above' together with the INSPIRE words, maybe written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

*'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'*

Paul Dix

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. special celebration dance or song.

### **Relationship and Behaviour Phase leaders**

Learning Mentor – Miss Fraser

SENCO – Mrs Bannister (Acting)

EYFS - Mrs Henesy

KS1- Mrs Reale-Smith (Assistant Headteacher)

KS2 – Mrs Bannister (Deputy Headteacher)

Phase 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.

Phase leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations

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- Encourage use of 'relentless routines', Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Make sure that the 'restorative conversations' are completed

#### 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:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support phase leaders in managing learners with more complex or entrenched negative

#### behaviours

- Use behaviour data to target and assess school wide behaviour through analysis of behaviour sheets

#### policy and practice

- **Regularly review provision for learners who fall beyond the range of written policies**

#### Contact with home

Staff contact parents to share child's success. This can be with a personal message via Seesaw, a phone call home or by directly speaking to the parent at start/end of day.

#### St Anne's Values certificates

Awarded at assembly- children are selected each week by the class teacher. The children are selected at the beginning of the assembly and receive a Headteacher's sticker and certificate in the categories of 'Headteacher Award and Classteacher Award. The 'Good Sitting' Award children will take their seat for pride of place on "the best seats in the house" for the duration of the assembly.

**Golden Assemblies** take place when a child achieves 300 smiley points, parents are invited in to watch and the children take part in a Golden Teaparty, with the Headteacher, when there are sufficient numbers.

#### Achievement Awards

Children with an achievement outside of school can share it at the weekly assembly

#### Policy Blueprint & Classroom Plan

##### Behaviour Policy Blueprint (See Appendix 1)

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

##### Classroom Plan (See Appendix 2)

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

##### Scripted Response (See Appendix 3)

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and nonjudgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

##### Personalised Relationship Plans

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

## **Restorative Approach**

*'Punishment doesn't teach better behaviour, restorative conversations do.'*

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child

## **Restorative Meetings/Conversations**

*'The positive relationships you form with pupils depend on a restorative approach being your default mode.'*

Paul Dix

At St Anne's, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

## **Restorative Questions {See Appendix 4}**

These restorative questions will be used to support restorative meetings and/or conversations. For middle and upper school pupils, up to 5 questions will be used. For infants, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

## **Consequences**

*'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'*

Paul Dix

At St Anne's, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

For children with behaviour as an additional need, examples of these will be detailed on their personalised Relationship Plan. Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

'2 minutes owed'- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.

'Pay it back time'- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.

**Parental involvement-** We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing Behaviour Engagement with learning is always our primary aim at St Anne's. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not

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pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

**Practical steps in managing and modifying poor behaviour**

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Sanctions' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

## Appendix 1 – Relationships and Behaviour Policy Blueprint on One Page

This is how we do it at St Anne’s Catholic Primary School

### All Staff

1. Meet and greet at the door
2. Refer to ‘Ready, Respectful, Safe’
3. Model positive behaviours
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use a visible recognition mechanism throughout every lesson
6. Be calm and give ‘take up time’ when going through the steps. Prevent before sanctions
7. Follow up every time, retain ownership and engage in reflective dialogue with learners
8. Never ignore or walk past learners who are behaving badly.

Ready                  Respectful                  Safe

### Over and Above

1. Exceeding our school values and INSPIRE
2. Effort – always striving for excellence
3. Initiative

### Relentless Routines

- 1 Fantastic walking    2 Fantastic learning    3 Legendary lines  
4 Adult with class to and from playground

### Stepped Sanctions

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

<b>30 Second scripted intervention</b>
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- |   |
|---|
| <ul style="list-style-type: none"> <li>• I have noticed that you are having trouble getting started, wandering around, playing with apparatus ... right now</li> <li>• You are not showing our 3 rules of being ready, being respectful, being safe</li> <li>• You have chosen to ...</li> <li>• Because of that you need to .... (refer to action to support behaviour eg move to another table, complete learning at another time)</li> <li>• Do you remember when you (refer to previous positive behaviour )?</li> <li>• Thank you for listening</li> </ul> |
|---|

### Restorative Questions

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

## Appendix 2 Classroom Blueprint

	Steps	Actions
1	Redirection/ Reminder	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, Safe.  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	Caution	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,

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		'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	30-second script	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	Time out/Cool off	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area of the classroom.
6	Internal referral	At this point the learner will be referred internally to another classroom. All internal referrals to be recorded on teacher concern sheet and given to the relevant Key Stage Manager.
5	Restorative conversation	(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').
6	Support Step	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.

A serious breach is an incident that may lead to fixed term exclusion.

### Appendix 3

#### 30 Second scripted intervention

- I have noticed that you are having trouble getting started, wandering around, playing with apparatus ... right now
- You are not showing our 3 rules of being ready, being respectful, being safe
- You have chosen to ...
- Because of that you need to .... (refer to action to support behaviour eg move to another table, complete learning at another time)
- Do you remember when you (refer to previous positive behaviour )?
- Thank you for listening

### Appendix 4

#### Restorative Questions

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

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