



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

**Be the Best You Can Be**

# **Behaviour and Relationships Policy**

**January 2023 - September 2024**

## **Behaviour and Relationships Policy**

*“Schools that believe children should get what they deserve, respond to poor behaviour differently to schools that believe children should get what they need”*

Paul Dix, ‘When the adults change, everything changes’ (2017)

This Policy should be read in conjunction with Plymouth CAST’s Positive Pupil Welfare Policy 2022 and the Single Equality Policy.

At St Augustine’s Catholic Primary School, we want to make sure that our children are happy and have maximum opportunity to learn effectively and to live out the Gospel values, Catholic Virtues and British Values. We work alongside parents to encourage our children to develop as fully as possible. We want our children to:

- grow socially
- grow personally
- grow spiritually
- grow academically

At St Augustine’s School, we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. Children should be safe in the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children supported to understand that the boundaries, routines and structures are there to keep them safe, happy and able to learn. Adults will hold these boundaries firmly while being approachable, kind and compassionate. All staff are there to help guide children and children must experience this in order to understand and believe this.

At St Augustine’s we believe that staff wellbeing is equal to pupil wellbeing. We understand the importance of developing a school community and culture in which anyone in the school, leadership included, can ask for help.

*“Just as teachers are unable to take care of the children unless they first take care of themselves, leaders are unable to take care of their staff unless they first look after themselves.”*

Stephen Waters, ‘Cultures of Staff Wellbeing and Mental Health in Schools’ (2021)

This policy is developed to ensure guidance for staff (and information for parents and governors) in order to promote safe, kind and respectful behaviour within an environment that enables pupils to act justly, love tenderly and walk humbly in line with our inclusive Catholic ethos.

Through their experiences at our school, pupils and adults learn about God's love and gain a real understanding of our school values both within the context of our caring, Catholic-based environment and within the wider world. This policy is under-pinned by our Gospel Values, Catholic Virtues and British Values:

### **Our Gospel Values**

Humility- seeing life as gift  
Compassion - empathy  
Kindness - working for a fairer world  
Forgiveness - reconciliation  
Integrity - do what you say  
Peace - committed to peace-making, non-violence  
Courage - standing up for the truth  
Justice - working for a fairer world

### **Catholic Virtues**

Faith  
Hope  
Charity  
Temperance  
Prudence  
Fortitude  
Justice

### **British Values**

All members of the school community have a duty to actively promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

## Policy Aims

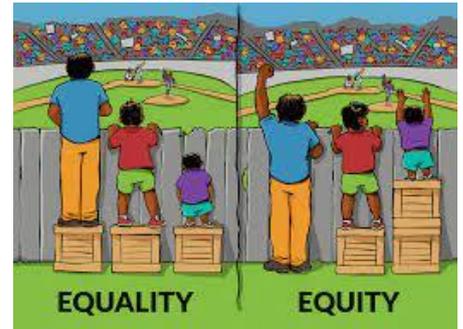
- To ensure that all children and adults feel safe, have a sense of belonging, feel secure and valued.
- To foster, nurture and value strong and healthy relationships.
- To provide a clear, fair and consistent approach to behaviour.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To ensure our values are underpinned by the Gospel Values, Catholic Virtues and British Values and that our children have a secure understanding of these.
- To maintain a calm and purposeful working atmosphere.
- To model and teach excellent behaviour and respect for others.
- To ensure that all children are supported to achieve their full potential (equity).

### **Equality is treating everybody the same.**

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

### **Equity is giving everyone what they need to achieve success.**

At St. Augustine's, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to be the best they can be. Equity = Equality.



## Positive Behaviour

At St Augustine's, we actively promote building positive relationships. We believe that by investing in a child from the start, we will develop a quality relationship where children want to achieve and be the best they can be.

We teach positive behaviour through:

- Role modelling
- Consistency
- Prioritising positive behaviour
- Educational reward and positive reinforcement
- Feedback and recognition
- Reassurance and forgiveness
- Positive language
- Restorative Practice

We believe that good behaviour should be recognised through:

- Positive comments and smiles
- Individual house points, stickers and stamps
- Whole class reward systems
- Taking good work to show others
- Celebrating success (both academic and social or behavioural) in assemblies
- Certificates
- Positive messages to parents
- Tapestry for achievements at home (in Reception Class)

At St Augustine's, good behaviour is taught through our PSHE and RE curriculum as well as through modelled behaviour from all staff and positive reinforcement. Through explicitly teaching the Gospel Values, Catholic Virtues and British Values, we ensure that children understand not only what is expected of them but also why.

Furthermore, we have a whole school reward system with our School Houses. Upon entry to the school, every child is allocated a House that they belong to (Red, Yellow, Green or Blue). Over the course of a week, children are awarded house points for their individual work and attitude both in the classroom and around the school. During Friday Gospel Value Reflection assembly, all classes' house points are collected and shared. Then at the end of each term, the winning house has a party to celebrate their success.

# **Roles and Responsibilities**

## **Everyone is responsible for:**

- Being positive role models
- Ensuring that they are fully aware of the behaviour approach that is expected in the school.
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting positive behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.
- Trying different approaches to behaviour principles to meet the needs of individual children.

## **The Governors and Headteacher are responsible for:**

Monitoring and evaluating the impact of the Policy.

## **The SLT are responsible for:**

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Modelling therapeutic behaviour techniques at all times and in particular when addressing behaviour that is challenging or unhelpful.
- Ensuring that no pupil will be discriminated against for their race, religion, culture, gender or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.
- Ensuring that the wellbeing of adults is supported and promoted so that they are able to be the best they can in supporting the children in our school.

## **The staff are responsible for:**

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and challenging behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school's restorative systems
- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.

- Delivering a programme of RE, RHE and PSHE to promote positive behaviour.
- Ensuring that new pupils and parents understand the procedures and guidelines that are in place.
- Recording behaviour incidents and restorative conferencing outcomes on CPOMS (Child Protection Online Management System).
- To support individual children, class teachers will create a behaviour support plan alongside the child and parents to promote positive behaviours.
- Informing parents of behaviour incidents and the outcomes of restorative conferencing.

**Parents are responsible for:**

- Accepting, contributing and supporting the school's behaviour policy
- Agreeing to and signing the Home School Agreement when their child joins the school.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.
- Parents actively support the school vision, values and ethos by modelling positive relational responses and catholic values at all time and in particular when difficulties occur.

**Pupils are responsible for:**

- Showing respect for all members of the school community.
- Being polite, well-mannered and courteous.
- Being independent, hard-working and positive about their learning.
- Taking a pride in their learning, actions, appearance and school environment and equipment.
- Taking responsibility for their own actions and actively participating with the restorative process.
- Valuing the opinions of others' regardless of race, religion, culture, gender or other individual need.
- Being respectful of the efforts and contributions of others and aware of how their attitudes can affect the self-esteem of others.

## Restorative Approach

At St Augustine's we believe that 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We understand that occasionally children will behave inappropriately. When this occurs, restoring and repairing relationships (restorative approach) between all involved is key. The aim is to enable children to reintegrate successfully and regulate their emotional responses, with an understanding of their actions, feelings and relevant outcomes.

When children display challenging behaviour, there are several stages of support in place to encourage them to manage their behaviour in a positive way. We use the following restorative approaches which are based on the four key features of:

- **RESPECT** – adults and children listen to and value the opinions of others enabling a psychologically safe environment.
- **RESPONSIBILITY** - taking responsibility for your own actions and learning to regulate responses to behaviours.
- **REPAIR** – developing the necessary skills to reflect upon and identify solutions that repair harm and ensure behaviours are not repeated.
- **RE-INTEGRATION** - working through a structured, supportive process that aims to allow young people to reach their full potential.

This approach holds boundaries, limits and expectations firmly but is gentle and relational with the child.

In any restorative process, the following expectations will be set:

- Only one person talks at a time.
- No interrupting.
- Being respectful of other.
- Listening carefully to each other.

### Restorative discussion

The questions and sentence stems below are examples of appropriate restorative discussion points for stage 1.

#### EYFS and Key Stage 1

- Would you help me understand what has happened?
- Can you tell me/show me who has been harmed/disturbed/distracted and in what way?
- How can we work together to make this/things/better? What can we do to support you to help you do things differently next time?
- Help me to understand...
- I wonder if....

#### Key Stage 2

- Would you help me understand what has happened?
- I wonder what that felt like for you? I imagine it might have made you feel a bit like.... Can you tell me/show me how you felt?
  - How do you feel now?
  - I wonder what you might be thinking now? I imagine it might be....
  - I wonder how XXX might be feeling? What do you think? How might they have been affected/harmed/disturbed/distracted?
- How can we work together to make this/things/better? What needs to happen now in order to put things right and ensure this never happens again? What can we do to support you to help you do things differently next time?
  - Help me to understand...
  - I wonder if....

## **Restorative conferencing**

Before the conferencing process begins, children will be allowed time to calm down to defuse heightened emotions. We understand that children will regulate at different speeds and that some children may not be able to have a restorative conversation immediately after an event or even the same day.

If stage 1 behaviours are repeated, a restorative conference may need to take place with all the affected people by a trusted adult. Restorative conferencing will always take place in a quiet and appropriate area of the school.

Restorative conferencing will aim to repair the harm. It will be reasonable, meaningful and related to the incident. The aim of this process is to find a resolution that is agreed by all participants involved.

We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. If a child has been involved in a restorative conference, parents will be informed on the same day. Wherever possible consequences link directly to the incident and are proportionate, reasonable and fair. For some children the consequence is the restorative conversation.

It will always be made clear to parents that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

The incident and outcome of the restorative conference will be logged on CPOMS with the heading restorative conference.

## **Stages of managing behaviour**

Our restorative approach to behaviour management is broken down into the following stages:

- 1) Low level incidents
- 2) Re-occurring incidents
- 3) Serious incidents
- 4) Continuous behaviour concerns (behaviour support plan)
- 5) Suspension
- 6) Permanent exclusion

### **Stage 1: Low level incidents**

Stage 1 refers to low level disruption and behaviour. The list below provides some examples.

- Chat
- Fiddling
- Calling out
- Talking over each other
- Sitting/posture/swinging on chair/sitting on carpet
- Inappropriate responses to adults
- Lack of focus
- Rough play – pushing, pulling, grabbing on the playground
- Conflict on the playground
- Inappropriate attitude/tone of voice
- Not actively participating or engaging in lessons
- Not following the high expectations set by staff
- Inappropriate noises
- Not following instructions
- Inappropriate conduct at transition times
- Name calling/inappropriate language

If a child is consistently producing work that is incomplete or not to their best ability adults will explore with the child why this is happening and the barriers to engagement. In some circumstances this may result in an educational consequence for example the child will be asked to complete their learning for part of their playtime.

With a stage 1 incident, the discussion is not formally recorded.

## **Stage 2: Re-occurring incidents**

Stage 2 refers to a child consciously repeating inappropriate behaviours after discussion with an adult. With a stage 2 incident, details of the incident and the outcomes of restorative conferencing will be recorded on CPOMS by the leading adult and shared with parents on the same day.

## **Stage 3: Serious incidents**

Stage 3 refers to a severe one-off incident such as physical violence and it will be referred to SLT. SLT will consider the incident and appropriate consequences. In the event of a severe one-off incident, restorative conferencing will take place following the procedures outlined above and recorded on CPOMS by SLT and shared with parents on the same day. Serious incidents may take many different forms. Examples of behaviours considered to be serious are:

- conscious swearing and derogatory language
- physical aggression
- child on child abuse – race, religion, culture, gender or other individual need
- severe destruction of school property

## **Stage 4: Continuous behaviour concerns (Behaviour Support Plans)**

A stage 4 incident may consist of continuous disruption or challenging behaviour despite having partaken in the restorative conferencing process. In the event of a child's behaviour being escalated to stage 4, a behaviour support plan will be devised. The aim of the behaviour support plan is to provide the child with the strategies, resources, experiences, appropriate interventions and support in order to be the best they can be. A behaviour support plan will be put in place for a duration of 6-8 weeks.

### **Behaviour support plans**

Teachers devise a behaviour support plan to address the individual needs of the child. A meeting will be arranged with parents (and where appropriate the child) to discuss these strategies and ways in which they can support at home. Once the plan has been implemented, teachers will contact parents at least once a week to inform them of the child's progress.

All staff will be informed of the behaviour plan and strategies to support the individual child. Teachers will review these plans on a weekly basis to update triggers identified, add successful strategies and adapt the plans as required. They will date any new additions and comment on ceased strategies to support the graduated approach.

Teachers will regularly update SLT on the impact of the behaviour support plan. SLT will monitor and evaluate the impact of the plans and support staff where needed. In exceptional circumstances, where strategies have not been successful, staff, alongside parents, will seek support from outside agencies.

## **Stage 5: Suspensions**

We feel that the importance of good behaviour cannot be over-estimated. Children, parents and staff at St Augustine's all enjoy our happy community and wish to maintain this through the help of all involved.

A decision to suspend a child is seen as a last resort by the school. No suspension will be initiated without first exhausting other strategies. In the case of a serious single incident, a thorough investigation in line with policy will be conducted and the suspension process applied if necessary. The investigation may be carried out by the Head Teacher or by a person delegated by the Head Teacher. The Head Teacher will inform the Chair of Governors and Plymouth CAST. In certain circumstances, a suspension may become permanent after full investigation.

Possible reasons for suspension:

- A serious breach of the school's rules or policies
- Cases of serious verbal or physical aggression
- Risk of harm to the education or welfare of the pupil or others in the school.

Any suspension will be at the recommendation of the Head Teacher.

*(This list is not exhaustive.)*

A suspension should be for the shortest time necessary; evidence suggests that one to three days is usually enough to secure benefits without adverse educational consequences.

## **Suspension protocol**

If the Headteacher decides to suspend a pupil they will:

- Communicate with the Chair of Governors and Plymouth CAST
- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents, explain the decision and ask that the child be collected
- Send a letter to the parents confirming the reasons for the suspension/exclusion, the length of the suspension and any terms or conditions agreed for the pupil's return
- In cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked.
- Meet parents and the child and plan how to address the pupil's needs on their return. This return to school meeting will reflect the therapeutic approaches to behaviour the school practices.

A suspension/exclusion should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

## **Stage 6: Permanent exclusion**

A permanent exclusion is a very serious decision and the Head Teacher will consult the Chair of Governors and Plymouth CAST as soon as possible. As with a suspension, it will follow a range of behaviour management strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on school premises
- Carrying or use of an offensive weapon
- Persistent bullying
- Persistent harassment.

If the Headteacher decides to permanently exclude a pupil they will follow the same protocol outlined above for suspensions.

## **Child on Child Abuse**

St Augustine's Catholic Primary School aims to reduce the likelihood of child-on-child abuse through;

- the established ethos of respect, friendship, courtesy and kindness;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- providing a developmentally appropriate PSHE/RHE and wider curriculum
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed.

At St Augustine's Catholic Primary School, we recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff must remain vigilant at all times to signs of child-on-child abuse.

We have a zero-tolerance approach to any form of abuse. Any concerns, disclosures or allegations of child-on-child abuse in any form should be referred to the DSL. Where a concern regarding child-on-child abuse has been disclosed to the DSL(s), advice and guidance may be sought from Early Help/CHaD. Where it is clear that a crime has been committed, or there is a risk of crime being committed, the police will be contacted. (See Safeguarding Policy)

**Off-site behaviour**

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Individual risk assessments will be completed in liaison with parents for individuals to successfully participate in off-site activities. The procedures and expectations outlined in this policy will be followed on any off-site visit.

**Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.