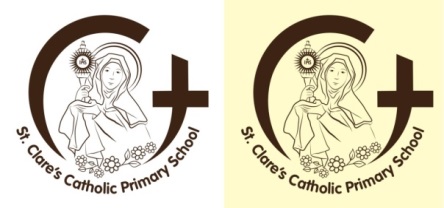
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**St Clare’s Catholic Primary School**

**Following in the footsteps of Jesus**

Behaviour and Relationship Policy

At St Clare’s Catholic Primary School we aim to create a positive, caring and encouraging atmosphere, in line with our Mission Statement:

**‘Following in the footsteps of Jesus, excellence in a nurturing and exciting environment.’**

All members of staff will set high standards and learners will be given clear guidance about what is expected of them. All of this will be undertaken using *Trauma Informed* and *Restorative Practice*. We will work in partnership with parents to ensure that the school’s values become central to the lives of learners. Throughout the implementation of this policy, practice and procedure, we will ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

**Aims and expectations**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour and relationship policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the policy is not a system to enforce rules, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way, preparing the children for their next stage of education, life in modern Britain and the wider world.

* The school expects every member of the school community to behave in a considerate way towards others.
* We treat all children fairly and apply this behaviour policy in a consistent way.
* This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
* The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**Rights and Responsibilities**

At St Clare’s Catholic Primary we have four school values: Faith, Respect, Perseverance and Honesty.

All members of the school community, both adults and children, have certain rights. Three of the principal rights which underpin our policy are:

* the right to be treated respectfully

* the right to a quality education, uninterrupted by disruptive behaviour (the right to learn and the right to teach)
* the right to feel safe and secure.

Within the remit of this policy the school, parents and children have differing responsibilities.

**Responsibilities of School:**

* to teach effectively, setting consistently high expectations across the school, for all pupils both in terms of standards of work and behaviour in and outside the classroom
* to nurture all children and care for each individual’s welfare
* to communicate with parents regarding behaviour issues as appropriate
* to implement and monitor a fair and consistent hierarchy of rewards and consequences

**Responsibilities of Parents**

* To ensure that children come to school on time, appropriately dressed, ready to work and learn
* To actively support the authority and discipline of the school
* To acknowledge the professionalism of staff and work in partnership with them to resolve behaviour concerns
* To encourage the positive behaviour of their child in school

**Responsibilities of the Children**

* To work hard to the best of their ability and aim for the highest standards in all aspects of school life
* To co-operate respectfully with staff, accepting their authority and the rules of the school
* To show respect for the needs, feelings and property of others, both within school and the wider community
* To care for the school grounds and use equipment, furniture and other resources provided by the school appropriately, with due regard to their own safety and that of others
* To allow others to learn uninterrupted
* To follow school guidelines which promote the safety of themselves and others

Children are responsible for their own behaviour and their conduct towards others. They can choose their behaviour and therefore select whether to be rewarded or reprimanded. If children fail to adhere to the agreed rules and impinge upon the rights of others, they may in turn lose some of their own rights e.g. playtime will be lost. Where children consistently follow the school values they will enjoy additional privileges.

**School Charter:**

At St Clare’s we have: **The right to learn**

**The right to teach**

**The right to feel and be safe**

**The Class Charter**

The class teacher discusses the school rules with each class incorporating the school’s Mission, Vision and Core Values. Following this, they work as a class to develop a school charter which agrees with everyone’s responsibilities and is displayed on the wall of the classroom. In this way, every child in the class knows the standard of behaviour that is expected in their classroom and how they can achieve this.

The class charter (using positive language) should follow this model but is bespoke and the language is appropriate to each year group. It must include the following:

* a visual representation of each responsibility
* as children it is our responsibility to…
* as adults it is our responsibility to…

The class charter will be referred to regularly as part of the reward system.

**Rewards**

St Clare’s Catholic Primary emphasises the importance of rewarding good behaviour and positive work habits through praise, encouragement, public recognition and rewards.

The following rewards are used throughout the school:

Non-material Rewards, for example:

* a smile or thumbs up
* verbal acknowledgement and praise – both public and private
* sending individuals/groups of children to the Head Teacher for praise
* acknowledging children in assemblies
* giving individuals special jobs or responsibilities
* allowing children to choose the book for story time, etc.

Material Rewards:

* Rainbow Warrior awards
* stickers
* items from rewards boxes
* praise certificates/postcards home

Each week children are chosen to receive Achievement Certificates (Rainbow Warrior Rewards) in Friday’s Celebration Assembly. Invitations to attend the assembly are sent home to parents/carers of those pupils on the Wednesday before.

**The Rainbow System**

If a pupil demonstrates remarkable work or progress they will receive a raffle ticket and a house point.

Children are put into school houses: Mother Theresa of Calcutta, Oscar Romero, Maximillian Kolbe and St Bernadette. At the end of each week, in assembly, each class will announce the winning house. At the end of the half term, the winning house receive a reward.

**Rainbow Raffle Tickets**

Any child who demonstrates exceptional work or behaviour receives a ***Raffle Ticket*.**

A winning raffle ticket is drawn from the class prize basket in the weekly Celebration Assembly. Jo Cooper is responsible for topping up KS2 boxes, Linda Smith KS1 boxes.

**Rainbow Warrior of the week**

* Each week we nominate 2 children from each class to be **Rainbow Warrior of the Week.**
* Each Rainbow Warrior receives a certificate**.**

**Rainbow Reward Time**

All children have an entitlement of 20 minutes **Rainbow Reward** at the end of the week.

**Whole School Reward**

At the end of a half term all children in the school who have not been on reflection more times than the number of weeks in that half term, enjoy a reward for example:

* Hot chocolate
* Disco
* Pantomime visit
* Colour Run

The planned rewards for the coming half term are displayed in the school hall for all to see.

The rewards for 2024 – 2025 are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| When? | Whole School/Class | Who is Responsible? | Winning Team | Who is Responsible? |
| Autumn A | Spooky Disco | Bernise | Chocolate Party | Julia |
| Autumn B | Panto | Lucy | Christmas Bingo | Rachel |
| Spring A | PJ Movie Night | Chloe | Pancakes | Laura/Heather |
| Spring B | Treasure Hunt (Easter) | Sophie | Easter cakes | Pepe |
| Summer A | Water play | Everyone | Westminster Park | Ciaran |
| Summer B | Colour run | Lucy | Ice Cream | Jessica |

**Consequences**

We truly believe that developing relationships with the pupils at St Clare’s; getting to know them and letting them know us will support and promote good behaviour. However, to develop an ethos of kindness and co-operation, we also must correct negative behaviours. St Clare’s is a safe space for children to make mistakes and learn. Our school values of faith and respect ensure we teach forgiveness, letting children know their behaviour will be forgiven and that mistakes help us to learn. We do not disapprove of individual children within our consequences, we disapprove of certain behaviours.

* **First step**
* Removal of Approval verbal or non-verbal.
* **Grey Cloud warning**
* Remind the child of the Class Charter
* State clearly what the expectation is
* Say “I need you to choose to… or you will choose to go onto the Grey Cloud”
* Provide the child with the opportunity to share their view by giving them time to think or say. Say ‘I am giving you the option of time to talk or time to think’. This way, pupils can speak up if they think the warning has been unfair or unjustified.
* **Go onto the Grey Cloud**
* Say “You have had time to talk or think and you have chosen to …… that means you have chosen to go to Grey Cloud.” In Key Stage One the child’s name is moved into the Grey Cloud until the session is finished or behaviour has improved where it will be moved back to the rainbow.
* State clearly what the expectation is
* Say “I need you to choose to… or you will choose to have a warning for the Reflection Cloud.”
* **Reflection Cloud warning**
* Remind the child of the reason they went onto the Grey Cloud
* State clearly what the expectation is
* Say “I need you to choose to… or you will choose to go onto the Reflection Cloud”
* “If you want to, you can choose to go to your partner class to think about your choices”
* **Go onto the Reflection Cloud**
* Say “You have chosen to …… that means you have chosen to move onto the Reflection Cloud.” The child’s name is moved onto the Reflection Cloud in Key Stage One and written into the Whole School Behaviour Book. In Key Stage Two, the name is written in the Whole School Behaviour Book by the person who gave the Reflection Cloud.
* This means they will lose 5 minutes of Rainbow Reward Time and gain a playtime time out.
* If a child is moved to The Reflection Cloud their parents will be informed. If they continue to receive additional reflection clouds, a meeting will be arranged with parents/carers and the class teacher and headteacher if appropriate.

Children who have an individualised behaviour plan may use this system differently to others in a way that is effective and conducive to meeting their individual needs.

If after receiving a Reflection Cloud a child continues to display inappropriate behaviour, then they will be asked to have time out at an area outside the classroom or in the Headteacher’s office.

If a child continues to be disruptive or refuses to go to their partner class then a member of the Senior Leadership Team will become involved and the child will be removed from the class or the class will be removed from the child and the behaviour addendum will be applied.

**Additional Consequences**

Each time a child moves into the reflection cloud, they will lose 5 minutes of **Rainbow Reward Time**. If a child has 4 or more reflection clouds in a week they will miss all of Rainbow Reward Time. These children are likely to need an Individualised Behaviour Plan.

Pupils who receive more Reflection Clouds than the number of weeks in the half term will miss the end of half term reward.

**Reflection Time**

In addition to missing 5 minutes of Rainbow Reward Time, children will miss one playtime for every reflection cloud. If a child is struggling in reflection time, they will be given the choice to complete it at a different time. Reflection Time will be completed at the designated time immediately after they’ve been on the reflection cloud. During Reflection Time, staff will use Restorative approaches to ensure the child understands and is able to reflect on their behaviour, taking ownership of it and how they can resolve or learn from the mistake. Pupils are encouraged to take responsibility by thinking how they can find resolution.

It is the responsibility of staff member who gave the reflection cloud to make time to undertake restorative repair to rebuild relationships following an incident of unwanted behaviour. This will be informal and will allow the pupil the opportunity to discuss how the behaviour they demonstrated may be different next time.

**Exceptional Circumstances**

Children will be given a reflection cloud straight away and parents will be contacted if a child is:

* Hitting / Fighting
* Damaging property
* Endangering or continuously disrupting others
* Rudeness / bad language to pupils / teacher

Should this have happened it is the responsibility of the teacher to ensure that they make time to have a conversation with that child to rebuild the relationship to make a fresh start and avoid any recurrence of any particular triggers.

**Behaviour Policy Addendum**

On the very rare occasion that a child refuses to adhere to the policy and is potentially at risk of exclusion, then the following procedures will need to be followed:

**Short Term Steps**

* Phone Call to parent / carer to explain that their child is at risk of exclusion.
* The child is removed from the classroom (by staff who are Team Teach trained) or the class will be removed from the child.
* They are placed in an alternative class at the discretion of the Headteacher, for the next lesson. Work is provided for the child and needs to last the duration of the lesson.
* The Headteacher or member of the Senior Leadership Team will discuss expectations with the child and then return them to their class.
* Parents are called to inform them of whether the integration back into class has been successful.
* If the child refuses to adhere to these steps then a fixed term exclusion may take place.

**Long Term Steps**

As a result of a child going through the short-term steps process, a long-term aim has to be drawn up in the form of developing or reviewing their current behaviour plan.

The plan will be reviewed if the short-term steps result in a fixed term exclusion. This will be done once the following has taken place:

* ***A multi-agency meeting, including parent / carer, class teacher, headteacher, teaching assistant***

1. From this meeting a plan is agreed which will then be discussed and completed with the child.
2. The plan is to be signed by the child, class teacher, parent and SLT member.
3. The plan is to be reviewed weekly to begin with.
4. If the child continues to disrupt then the school will seek to look at a managed transfer or permanent exclusion.

**Lunchtime Arrangements:**

The Midday Assistants are responsible for managing the behaviour of pupils at lunchtimes, both in the school hall and outside on the playground. They will follow the same system for awarding reflection clouds and these will be recorded in the Whole School Behaviour File.

If a child receives a reflection cloud, they will miss part of their next play and will be asked to leave the playground and a member of the Senior Leadership Team will be consulted.

**Signed: Chair of Governors Date:**

**Signed:**   **Headteacher**

**This policy will be reviewed annually**

**Date to be reviewed: Autumn 2026**

**Appendices**

House Point Chart

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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**Sticker Chart Behaviour Plan**

**EXAMPLE**

**Child A**

If Child A stays on the rainbow, she gets to pick a friend (who has not been on the grey cloud) for Lego at 3:10.

* Sit on the carpet
* Do her work
* Stay in her seat

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Session 1 | Session 2 | Session 3 | Session 4 | Lego at 3:10 |
| Monday |  |  |  |  |  |
| Tuesday |  |  |  |  |  |
| Wednesday |  |  |  |  |  |
| Thursday |  |  |  |  |  |
| Friday |  |  |  |  |  |

Behaviour Plan agreed with family - EXAMPLE

***Child A***

**Behaviour plan – Date: (All staff within Class and SLT have a copy of this plan)**

At all times the behaviour policy will be followed in term of Child A being given a warning - move to Grey Cloud, warning – option of going to partner class, warning – move to Reflection Cloud, warning – move to chill out room. The actions below are for use only after the options offered by school behaviour policy have been exhausted.

|  |  |
| --- | --- |
| **Potential behaviours displayed by Child A** | **Agreed Actions to be taken** |
| Child A leaves the classroom and wanders around school but does not leave the building.  He is angry but in school. | The school doors will be bolted by a member of staff, especially the main front entrance. Adult A leaves the class to ensure that Child A does not leave the school grounds.  Child A is asked whether he needs time out. If yes, Adult A comes to sit with Child A for 5 minutes – using a timer - where they have a conversation about anything other than his behaviour.  If no, then Child A has the choice of going to his partner class) or back to class.  If Child A becomes aggressive then the procedure underneath will be followed. |
| Child A leaves the classroom and attempts to leave school. He is angry and can be aggressive. |
| Child A becomes aggressive when out of class and tries to kick, bite, and scratch teachers. | Child A will be restrained by Adult A with the support of Adult B and moved to a safe place if he is a risk to himself or others.  Child A will then be reintegrated into class when is calm |
| Child A starts to destruct a classroom/area in school. | Child A will be restrained and moved to the nearest safe and contained area if he poses a threat to himself or others. Once contained the above point will be enforced. |
| Child A starts throwing objects and displaying threatening behaviour towards children. | Child A will be restrained and moved to the nearest safe and contained area if he poses a threat to himself or others. The aggressive behaviour actions will be followed.  He will work out of class for the next session with Adult A.  If Child A continues to possess a threat to himself during the next session, then he will be kept in during breaktime/lunchtime. |
| Child A refuses to complete his work | Child A will be asked to stay in during his breaktime/lunchtime with the support of Adult B.  Child a will take unfinished work home to complete. |
| REWARD  Child A receives a reward at 3:10  Child A has a positive affirmations book that will be filled in and sent home daily | |

Signed: School Parent Pupil

Date: Review Date.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day | Behaviour 1 | Behaviour 2 | Behaviour 3 | Trigger |
| *Mon AM 1* |  |  |  |  |
| *Mon AM 2* |  |  |  |  |
| *Mon PM 1* |  |  |  |  |
| *Mon PM 2* |  |  |  |  |
| ***Tues AM 1*** |  |  |  |  |
| ***Tues AM 2*** |  |  |  |  |
| ***Tues PM 1*** |  |  |  |  |
| ***Tues PM 2*** |  |  |  |  |
| *Wed AM 1* |  |  |  |  |
| *Wed AM 2* |  |  |  |  |
| *Wed PM 1* |  |  |  |  |
| *Wed PM 2* |  |  |  |  |
| ***Thurs AM 1*** |  |  |  |  |
| ***Thurs AM 2*** |  |  |  |  |
| ***Thurs PM 1*** |  |  |  |  |
| ***Thurs PM 2*** |  |  |  |  |
| *Fri AM 1* |  |  |  |  |
| *Fri AM 2* |  |  |  |  |
| *Fri PM 1* |  |  |  |  |
| *Fri PM 2* |  |  |  |  |

Behaviour analysis chart