

# St Anne's and St Joseph's RC Primary School, a Voluntary Academy



# Relationship and Behaviour Policy

## 2025-26

Approved by Governing Board

Review Date: January 2027

## Our School Mission Statement

*With love and faith, we achieve together.*

*For we are nothing without Christ.*

## RATIONALE

At St. Anne's and St Joseph's Catholic Primary School, we believe that every child should be valued and seen to be created in the image and likeness of God. It is a primary aim of our school that every member of our 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. Our Behaviour for Learning Policy is designed to ensure that all pupils at St. Anne's and St Joseph's have the opportunity to **learn, achieve and be successful**.

We accept the principle that good behaviour is a necessary condition for effective teaching and learning to take place and therefore seek to create an environment which encourages and reinforces good behaviour. We are proud of the way in which the vast majority of our children conduct themselves at school. Discipline is good and instances of very poor or aggressive behaviour are rare. The school promotes good relationships at all levels and expects children to show respect towards and care for each other.

At St Anne's and St Joseph's, we have chosen 6 Gospel Values which are underpinned by a deep understanding of scripture. These are:

<b>Faith</b>	Matthew 21:22 –  <i>“And whatever you ask in prayer, you will receive, if you have faith.”</i>
<b>Peace</b>	Philippians 4:6-7: <i>“Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.”</i>
<b>Love</b>	Exodus 34:6 <i>“And he passed in front of Moses, proclaiming, “The Lord, the Lord, the compassionate and gracious God, slow to anger, abounding in love and faithfulness.”</i>
<b>Forgiveness</b>	Colossians 3:13 <i>“Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.”</i>
<b>Hope</b>	Romans 15:4  <i>"For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope."</i>
<b>Trust</b>	Proverbs 3:5-6  <i>"Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths."</i>

## OUR POLICY AIMS

Through the implementation of this policy at St Anne's and St Joseph's Catholic Primary School we aim to:-

- Put the emphasis on praise and rewards in order to encourage good behaviour.
- Encourage children to be responsible for their own choice of behaviour.
- Create a happy but orderly atmosphere allowing all children to feel safe, secure and respected and able to learn.
- Enable children to develop a sense of self-worth, tolerance and respect for others' feelings, property and the wider community.
- Provide a stimulating environment in which children are fully engaged and interested in their work, enabling each child's self-confidence to grow.
- Ensure that all members of the school community experience and celebrate success.
- Foster an environment where honesty and forgiveness are at the heart of all we do.

### **We are a Zones of regulation School.**

Zones of Regulation is a therapeutic approach to help support children with their emotional development. The Zones approach offers practical strategies and techniques and is built around self-reflection and regulation of emotions.

### **Our 3 school rules:**

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Every class will display and promote the school rules.

Our behaviour policy is based on the Five Pillars of Pivotal Practice:

- 1) Consistent, calm adult behaviours – no screwed faces or raised voices
- 2) First attention to best conduct – Class DoJo points, recognition board, praise communicated with home,
- 3) Relentless Routines – moving around schools, transition time, meet and greet
- 4) Scripting difficult conversations
- 5) Restorative Follow Up

Adult Behaviours "When the Adults Change Everything Changes" (Paul Dix, Pivotal Education)

1. The school rules will be promoted at all times by the whole school community.
2. Boundaries and guidelines of acceptable behaviour will be clear and concise.
3. All staff will expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered and well-behaved.
5. In line with our mission statement, this policy will be used sensitively and consistently by staff to encourage and promote outstanding behaviour encouraging our children to think about 'What would Jesus do?'
6. Each member of staff is held responsible for the behaviour of the children in their care.

7. Where a member of staff is experiencing difficult behaviour in their classroom, they will discuss it with the Senior Leadership Team, who will agree an appropriate strategy of help and support.
8. Parents will be involved at an early stage where a learner is experiencing difficulties with behaviour.
9. When there is a serious problem with a learner's behaviour, the SLT will, where appropriate, involve outside agencies.
10. In extreme cases, when a pupil fails to respond to the help, support and other interventions they have received, it may result in the child being excluded from school by the Executive Headteacher. **See Appendix 1**

### **Expectations of Adults (Appendix 2)**

At St Anne's and St Joseph's, we expect all adults to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness, supportive, respect given no matter what and praise good conduct publicly. Adult behaviours we don't expect to see are: aggression, shouting, negativity, humiliation and reprimanding in public.

#### **All staff**

1. Meet and greet at the door.
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.
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.

#### **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:

1. Meet and greet families at the beginning of the day on the school gate.
2. Be a visible presence around the school and especially at transition times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support middle leaders in managing learners with more complex or entrenched negative behaviours.
6. Regularly review provision for learners who fall beyond the range of written policies.
7. Carry out regular learning walks to support, coach and model expectations.

## **Recognition and Rewards**

At St Anne's and St Joseph's we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go 'above and beyond' our standards. (**Appendix 3**)

We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.

Rewards in individual classes consist of:

1. Verbal praise, encouragement stickers and certificates.
2. Teaching Assistants work with the class teachers to support this positive ethos.
3. Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's Catholic ethos.
4. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward.
5. Positive messages on Dojo/phone calls home: these will be sent at the teacher's discretion on a regular basis
6. Weekly recognition of children who demonstrate going 'above and beyond' the standard of behaviour we expect, will be invited to Hot Chocolate Friday.
7. Positive Recognition Boards displayed in each class demonstrate the words, thoughts and actions of pupils who go above and beyond our standard. (See full list of rewards: **Appendix 4**)

## **CPOMS**

CPOMS is our school's online behaviour record which is used by staff member to log behaviour incidents that arise. Each staff member has their own personal log in and every child is on the system.

## **Managing Behaviour**

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support the pupil to get back on track without giving attention to the negative behaviour. Engagement with learning is always our primary aim. For the vast majority of our learners a gentle reminder is all that is needed. See **Appendix 5** for 'Practical steps in managing and modifying poor behaviour.'

If a range of strategies, such as those described above, have been implemented and have not had the required impact, staff should get alongside the pupil and deliver a positive and supportive "script".

Staff will create a script that they feel comfortable with. An example of this could be: 1) I've noticed that .... (you are not ready to learn), reference previous good behaviour

2) I need you to ... (give pupils choices, phrase the choices so that whatever the choice the pupil makes it will be the right choice)

3) I know you can do this/..you are better than this/ /thank you for listening This should be no more than a 30-second intervention.

The shorter the intervention, the less likely a member of staff is to “improvise”. Staff will then walk away and give pupils time to think and act positively. (**Appendix 6**)

### **Important note**

For some pupils, especially those with complex needs, including SEMH, the generic behaviour system/routines does not meet their individual support requirements. These pupils have an individual tailored behaviour plan developed for them to meet their individual needs by their class teacher with support from Mrs McKenna the Family Intervention Worker and Miss Kidd the SENDCo. These plans are regularly reviewed and shared with the child, parents and staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

### **Serious Incidents**

Depending on the age of the children these incident will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Executive Headteacher or SLT and logged on CPOMs. Such incidents could include:

- Fighting
- All forms of bullying
- Child on child abuse
- Racist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults

### **Bullying (see Anti-Bullying Policy)**

Bullying is the systematic, long term, mistreatment of one child by another child or group of children. The mistreatment may be physical or emotional, often both. All members of staff must recognise that incidents of bullying may occur in school, particularly in the playground. It is essential that all staff remain vigilant, as bullying is most usually a covert activity causing tremendous distress to the victim and potential (psychological) damage to the perpetrators who need to understand that their behaviour is totally unacceptable.

The concept of bullying, the fact that it is not acceptable in school, for whatever reason, and the need to tell an adult if it is happening, is discussed with the children as part of the school's Health Education and Personal and Social Development programmes. Incidents of bullying should be dealt with immediately and reported to the SLT who will, when appropriate, inform the parents of the children involved. All children involved will be provided with support from a learning mentor.

## **Consequences**

When pupils have been given the support and opportunities to make the right choices but do not modify their behaviour, staff will use the agreed consequences. Consequences Chart. (Appendix 7)

## **Restorative Conversation:**

A restorative conversation needs to take place between an adult and the child at the end of the lesson in which they received a reflection. This must include the adult that has dealt with the behaviour. Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a script for the restorative conversation that they feel comfortable with. The restorative conversation is:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) How did this make people feel?
- 4) Who has been affected?
- 5) What should we do to put it right?
- 6) How can we do things differently in the future?

The use of the PECS Restorative Visual Aid can support this conversation (**APPENDIX 9**).

## **In line with the DfE guidelines, schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

## **Searching**

School staff can search a pupil for any item if the pupil agrees. Executive Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

## **Banned Items**

Any products containing solvents. Aerosols, matches, lighters and cigarettes. Electronic/battery computer games, devices and gadgets. Excess jewellery (see uniform policy). Energy drinks, i.e. those with a high caffeine content such as Red Bull or Monster Boost. Mobile phones. Note: Year 6 and other children who are allowed to walk home are

allowed mobile phones. These must be handed into to the Class Teacher at the beginning of the day and then collected at the end of the day.

Procedures for staff - if a member of staff finds a pupil in possession of a dangerous item, they should immediately confiscate it and inform the Executive Headteacher. If a pupil is found in possession of a banned item staff will confiscate it and bring it to the office for safe-keeping.

### **Governors**

The Governors will ask the Executive Headteacher each term about any problems with behaviour. The Executive Headteacher, together with the Family Intervention Worker, prepares a report on behaviour at Local Governing Board meetings. Behaviour/Safeguarding is a standing item at these governors' meetings.

If necessary, Governors may attend a discipline committee meeting with the parents of children who are having problems with behaviour.

### **Outcomes**

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aim and rules of conduct. It will be used to promote community cohesion. A one-page summary of this policy will be displayed in every classroom (**Appendix 8**)

## **APPENDIX 1**

### **Exclusions and suspensions**

In a very limited number of cases, it may be necessary to suspend a child from St Anne's and St Joseph's for a fixed-term or exclude a child on a permanent basis. Whilst it is our intention to avoid this situation, it is also acknowledged that this approach must still be considered as an ultimate sanction.

### **Who has the power to exclude?**

Exclusion can only be made by:

- The Executive Headteacher
- A person acting in the absence of the Executive Headteacher

### **For what reasons might a child be suspended or excluded?**

At St Anne's and St Joseph's, exclusions will only be considered:

- Where there have been serious breaches of the school's behaviour policy (including bullying)
- When allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or pupils/staff/others in the school.

### **The exclusion process:**

Before deciding whether to suspend or exclude a pupil, the Executive Headteacher will:

- Make sure that an appropriate investigation has been carried out
- Consider all the evidence available, taking into account the school's behaviour and equal opportunities policies, and, if applicable, any equalities legislation.
- Talk to the pupil to hear his/her version of events if practical/possible.
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- If necessary, consult others but not anyone who may later have a role in reviewing the Executive Headteacher's decision, such as a member of the governors' discipline committee.

A child can only be suspended or excluded after the Executive Headteacher has taken the steps above, and is satisfied that the pupil did what s/he was accused of. A pupil may be suspended for one or more fixed periods, but these must not exceed 45 days in any one school year. Suspension for an indefinite period of time (sometimes called an informal suspension) is unlawful. At St Anne's and St Joseph's, the length of the fixed term suspension will be dependent and considered, on an individual basis.

The school will notify the Governing Body of any fixed term suspensions on a termly basis. In addition, the school will inform the local authority each term of any suspension that, in total, adds up to five school days in any one term.

In all cases of fixed term suspensions or permanent exclusions the school will abide by the DfE's most recent guidance.

APPENDIX 2

**Desirable and Undesirable Adult Behaviours**

<b><u>Adult behaviours we don't want to see</u></b>	<b><u>Adult behaviours we want to see</u></b>
<p>Judgemental            Inconsistency Over reaction            Negativity            Moaning Shouting            Humiliation Sarcasm            Aggression Shaming            Shushing Talking about children in their presence            Negative body language            Creating/making drama            Reprimand in private</p>	<p>Calmness Consistency            Kindness Empathy            Caring Fairness            Positivity Helping each other            Laughter            Nurturing            Complimenting            Supportive Humour            Forgiveness            Gentleness Respect given no matter what            Promote in Circle Time/Show and Tell,            Restorative Practice/Collective            Worship            Praise in public</p>

## APPENDIX 3

# Expectations of Behaviour at St. Anne's and St Joseph's

## THE STANDARD

At our school, we want to reward our pupils for going 'above and beyond' the expected standard of behaviour. This expected standard is listed below:

- Follow our 3 school rules: Be ready, Be respectful, Be safe
- Have 97% attendance or more
- Walk safely around our school – wonderful walking
- Show good manners & be polite
- Wear our school's uniform with pride (including PE. Kit)
- Listen carefully & follow instructions
- Care for everyone in our school & everything in it
- Be helpful to everyone
- Kind words, kind hands, kind feet
- Complete tasks to the best of your ability
- Listen to one another
- Try your best
- All forms of bullying are unacceptable
- Best handwriting & presentation in all work

## APPENDIX 4

# New Behaviour Policy Rewards

<b><u>Established Rewards</u></b>	<b><u>New Rewards</u></b>
<ul style="list-style-type: none"><li>• Headteacher Awards</li><li>• Verbal Praise</li><li>• Ambassadors/School Council</li><li>• Pupils chosen to represent the school</li></ul>	Meet & Greet at classroom door every morning Hot Chocolate Friday awards (1 per class over & above) Personalised messages home Positive phone calls home Positive Recognition Boards Praise in Public

## APPENDIX 5

### Practical Steps in Managing and Modifying Poor Behaviour

Learners are responsible for their behaviour. Staff will deal with behaviour without delegating using the steps in behaviour for dealing with poor conduct.

Steps	Actions
1) Redirection	A drive by, this can be delivered to the whole class.
2) Reminder	Reminder of the 3 simple rules, could be non verbal.
3) Verbal Warning	Verbal warning to turn it around, delivered privately where possible making children aware of their behaviour and consequences if they continue. Staff to use the 30 second intervention – talk to child privately where possible and give opportunity to engage. Supportive actions to support behaviour may be put in place e.g. child moved within class.
4) Time out	Minutes away from the group (in a quiet area in class). Minutes missed from playtime or another activity e.g. Forest School.
5) Restorative follow up meeting	Restorative follow up meeting between class teacher and child (should be before the end of the day or before the next teaching session).
6) Meeting with child	A meeting with the teacher, pupil and Family Intervention Worker. Recorded on CPOMs with agreed actions.
7) Meeting with parent / carer	A meeting with the teacher, pupil and Family Intervention Worker. Recorded on CPOMs with agreed actions. Could lead to EHA or other referrals.
8) Report / Behaviour Plan	If improvements are not seen child may be placed on report. Parents and SLT should be informed of this and should be present during the initial meeting. Regular review meetings should be held until it is agreed that the child comes off report.
9) Restorative Follow up	5 questions is usually enough from the following: What happened? What were you thinking / feeling at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?  These questions can be used with children involved in an incident.  PECS Visual Restorative Aid ( <b>Appendix 9</b> ) can be used

## APPENDIX 6

# 30 seconds scripted intervention

Done discreetly with a pupil

1. I noticed you are not ... (refer to rules and child's behaviour) right now
  2. You know the school rules, ready, respectful and safe.
  3. If you continue, you are choosing to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
  4. Can you remember...when you...(refer to previous positive behaviour)
  5. That is who I need to see today.
  6. Thank you for listening (give take up time)
- Then WALK AWAY and don't look back. Eventually pupils will complete your sentences for you when you are consistent. It is VERY IMPORTANT to finish by bringing their attention to past positive behaviour or the current good behaviour of the class. Normalising compliance.

## APPENDIX 7

# St Anne's and St Joseph's Catholic Primary School – Consequences

<u>Behaviour</u>	<u>Consequence</u>	<u>Next Steps</u>
Swearing, Fighting or Physical Aggression	Inform parents Possible steps to follow – Start at step 6 Pupil will miss outdoor play with peers at break / lunch the following day/s (depending on whether it is a first time fight or not). Possible internal exclusion or fixed term suspension.	Log on CPOMs. Arrange a meeting with parents/carers and set actions. During exclusion from playtime, children will complete the following: 1) Agree to do something to 'make up' with other pupil/s 2) Research age appropriate topics eg. What makes a good friend? Respect; Good manners or other such topics. Use of PECs Visual Restorative Aid. Support of Pastoral Manager where appropriate.
Racist & Homophobic comments	As above Details which emerge from restorative meeting will determine a next step consequence	As above. Log with the authority. Pastoral support if required.
Continually ignoring instructions	Follow step 7 and 8	Parents informed. Pastoral support if required.

### **Learning Consequences**

As part of our school's relational practice, we aim to support pupils in putting right what has gone wrong – logical consequence rather than sanction. This may involve;

- Cleaning up
- Repairing damage
- Restoring relationships
- Completing work (to their standard, in their own time if necessary and without a set period being 'owed')
- Restorative conversations.

## APPENDIX 8

# ST ANNE'S AND ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

### Staff

1. Calm, consistent and fair
2. Relentlessly bothered
3. Meet and greet with a smile
4. First response is kindness
5. First attention to best conduct
6. Recognise over and above

### Microscript -30 Second Intervention

1. I noticed you are not ... (refer to rules and child's behaviour) right now
2. You know the school rules, ready, respectful and safe.
3. If you continue, you are choosing to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
4. Can you remember...when you.....(refer to previous positive behaviour)
5. That is who I need to see today.
6. Thank you for listening (give take up time)

Then WALK AWAY and don't look back. Eventually pupils will complete your sentences for you when you are consistent. It is VERY IMPORTANT to finish by bringing their attention to past positive behaviour or the current good behaviour of the class. Normalising compliance.

### Restorative Chat School Rules

(if misbehaviour continues after a warning)

1. What happened?
2. What were you thinking at the time?
3. What have you thought since? 4. How did this make people feel?
5. How can we do things differently in the future?

### School Rules




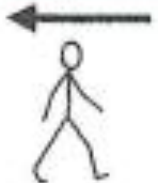


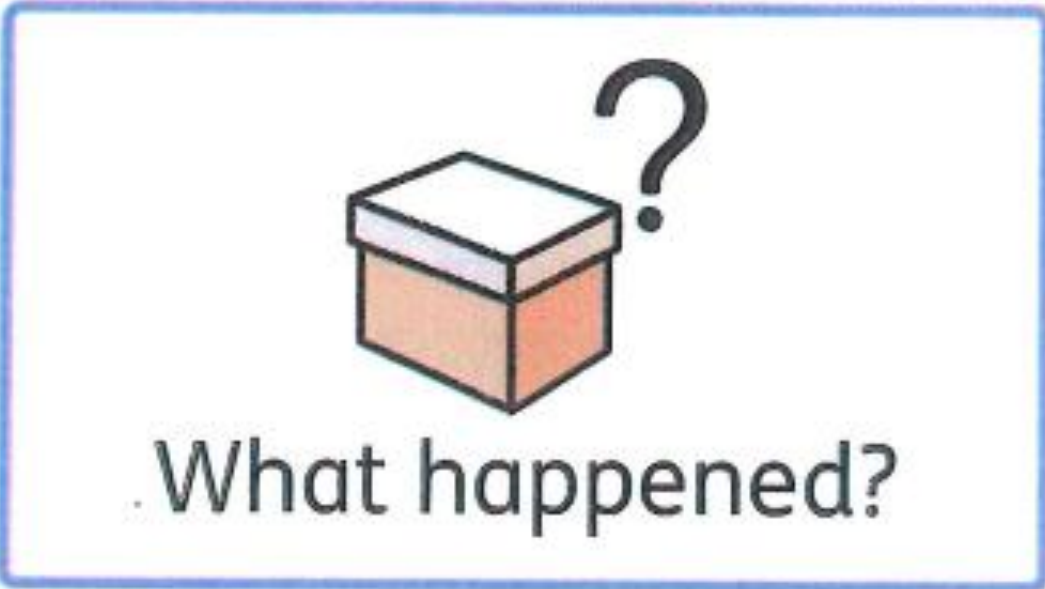





Be  
Ready

Be  
Respectful

Be  
Safe

### Rewards

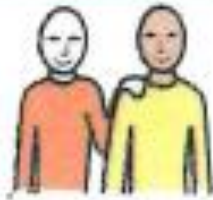
1. Plenty of praise
2. Greeting— wave, thumbs up, virtual high five etc.
3. Class DoJo Points
4. Recognition Board
5. Hot Chocolate Friday
6. Phone call home
7. Message home

 silly noises	 shouted at someone	 screaming	 walked off	 tore work
 swore	 What happened?			 broke something
 swore at a friend				 unkind
 swore at a teacher				 hurt someone

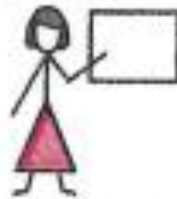
 worried	 fidgety	 confused	 angry	 frustrated
 not ok	 <b>What were you thinking or feeling?</b>			 mad
 poorly				 distracted
 tired				 giggly



Me



A friend



A teacher



A TA



My Dad



Someone else's Mum



Who has been affected?



My Mum



Someone else's Dad



My Brother



Someone else's Family



My school



group



My Sister



someone else



sad



sorry



guilty



ashamed



embarrassed



worried



What are you thinking  
or feeling now?



scared



anxious



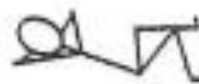
unsure



silly



calm



relaxed



better



something  
else



write it down



write a letter



talk with a  
teacher



say sorry



fix something



reading



What needs to  
happen to put it right?



no reward



kind hands



draw



kind words



make a  
change



sensory room



threading



something  
else



talk to a  
teacher



ask for time  
out



sensory room



fiddle with  
something



talk to a  
friend



read a book



Next time I could...



deep breaths



go for a walk



sit next to  
someone else



1 2 3  
count to 10



play  
somewhere  
else



make a  
change



think about  
Zones



something  
else