



St. Bernadette's Catholic Primary School

Behaviour and Relationships Policy

St. Bernadette's Catholic Primary School 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. As members of a Catholic community, we adhere to our core Christian values and to our whole school learning values: Aspiration; Self-belief, Perseverance, Independence, Respect and Enjoyment. We implement these core values through the principle of **"Be Ready; Be Respectful and Be Safe"**.

This policy sets out the framework for a clear and consistent approach to promoting positive relationships where we understand each other, enabling everyone to work together with the common purpose of helping pupils achieve their best.

Aims of our Behaviour and Relationships Policy:

- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To ensure all learners are treated fairly, shown respect in order to promote good relationships.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To help learners take control over their behaviour and be responsible for the consequences of it through the Restorative Approach.

Restorative Approaches

At St. Bernadette's we believe that good relationships should be at the heart of everything our school does, so that effective learning can take place. We therefore embrace the ethos of Restorative Approaches (RA). Stockport's definition of RA is:

A voluntary approach focussing on the harm done rather than the rule broken that involves all parties in an incident, giving them an equal voice, the opportunity to take responsibility for their actions make amends and make positive changes to future behaviour.

(RA follows five themes (see appendix1 and 2 for more details)

1. *Unique perspectives – what happened?*
2. *Thoughts and feelings – what were you thinking at the time? And so how were you feeling?*
3. *Harm and affect – who has been affected and how?*
4. *Needs – what do you need in order to move on and feel better?*

5. *What next (ownership of problem solving) – what needs to happen now to put things right?*

We follow RA principles to help children to reflect on how their behaviour impacts themselves and those around them, equipping them to make the right choices in the future. Any adult in the school may use RA enquiry as soon after the incident as possible. If the situation is not resolved, a more formal RA conference may take place possibly involving a member of the SLT and recorded on CPOMS.

Such behaviours will include:

- Physical attacks on other children
- Derogatory/racist/homophobic language
- Intimidating behaviour/language
- Safeguarding issues

Purpose of our Behaviour and Relationships Policy:

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no ‘bad’ students, just ‘bad choices’
- Encourage students to recognise that they can and should make ‘good’ choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention.

All staff must:

- Take time to welcome students at the start of the day
- Model positive behaviours and build relationships
- Use consistent language and create a consistent response
- Plan lessons that engage, challenge and meet the needs of all learners
- Be calm and give time when going through the Restorative Steps
- Follow-up every time, retain ownership and engage in reflective dialogue with learners
- Always direct students to our principle of “Be Ready, Be Respectful and Be Safe”.

The Head teacher and the Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage the use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Regularly review provision for all learners
- Support teachers in managing students with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students
- Demonstrate unconditional care and compassion.

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour.

Behaviour for Learning:

Our mission is to build a nurturing and stimulating learning community, rooted in Gospel values in which every child and adult feels loved and has the opportunity to reach their full God – given potential. Our curriculum is designed around school's values for learning:

- Aspiration- "I strive to be the best I can be".
- Self-belief – "I have confidence and know I can achieve anything".
- Perseverance – "I keep trying when faced with challenges".
- Independence – "I can think for myself and take ownership of my learning and behaviour".
- Respect – "I show consideration for myself, other people and my environment".
- Enjoyment – "I get involved and have fun at school".

St. Bernadette's principles: "**Be Ready, Be Respectful, Be Safe**" provide a structure to implement out school values and Gospel values. We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, routines and visible consistencies that all children and staff follow. These 3 principles "Be Ready, Be Respectful and Be Safe" can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some of our children following our behaviour expectations are beyond their development level. In this case, these children will have bespoke positive behaviour plans.

Our Rules:	Visible Consistencies:	Over and Above Recognition:
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily Meet and Greet 2. Acts of Kindness 3. Restorative Dialogue	1. Recognition Boards 2. ASPIRE awards 3. Positive Postcards

Gentle Approach, use child's name, child level, eye contact, deliver message...

1. REMINDER:

I noticed you chose to (noticed behaviour)

This is a REMINDER that we need to Be (Ready, Respectful, Safe)

You now have the chance to make a better choice.

Thank you for listening

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. WARNING:

I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat (learner's name), Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation.

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. CALMING TIME:

I noticed you chose to (noticed behaviour)

You need to: 1. Wait outside the classroom/Go to quiet area 2. Go to sit with other class 3. Go to sit in a SLT classroom 4. Go to HT's office

Playground: You need to: 1. Stand by other staff member 2. Sit on the picnic bench 3. Go to HT's office

I will come and speak to you in two minutes

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful.

You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

DO NOT describe child's behaviour to other adult in front of the child

FOLLOW UP, REPAIR AND RESTORE: (RA)

- 1. What happened? (Neutral, dispassionate language.)**
- 2. What were you thinking at the time?**
- 3. What did you feel inside when it happened**
- 4. How are you now?**
- 5. Who else has been affected?**
- 6. What do you need to feel better?**
- 7. What needs to happen to put things right?**

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

- 4) The child is given “timeout” (bench on playground; regulation station) and the child is asked to reflect on the choices they are making about their behaviour. The details of the behaviour is logged on CPOMS. In EYFS, time out is within the classroom. In KS1 and KS2 time out is in the parallel class. When the child returns to her/his class, if the unacceptable behaviour stops, she/he is praised for improved behaviour. If the behaviour continues:
- 5) The class teacher will discuss the issue with a member of the SLT and the child’s parents/carers.
- 6) Each new day is a fresh start.
 - If a child reaches step 4 of the consequences (outlined above) more than 3 times in a half term, they will be seen by a member of the SLT.
 - Information may be shared between staff as appropriate and in a professional manner in order to ensure all staff are aware of any particular needs of children and to effectively manage potentially difficult situations.
 - In more extreme circumstances it may be necessary to exclude a child after consultation between Headteacher, Governors and parents in accordance with DFE regulations.
 - In that rare event of a physical assault upon a member of staff or racial abuse towards any member of the school community, the incident, in accordance with Stockport Local Authority’s Policy will be reported to the governors and to Stockport Children’s and Young People’s Services.

In summary, the behaviour pathway is:

1. Reminder
2. Warning
3. Time-In/Calming Time/Regulation Station
4. Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

5. Sent to SLT/DHT/HTParents Phoned
6. Parents Called To School
7. Seclusion
8. Exclusion

Behaviour at Break and Lunchtime:

We recognise that children need to relax at break and lunchtimes, but we expect the same high standards of co-operative play and considerate behaviour. Children should not be in school buildings during playtimes and lunchtimes unless supervised by a member of staff.

The school has invested in playground equipment to cater for all age ranges and playtime preferences. To support our aspirations for a happy and healthy lifestyle for our children, the school employs sports coaches to organise lunchtime activities, including sports activities where skills are taught.

During morning and lunch break times, older children act as Restorative Buddies to try to ensure happy playtimes for all. Sports Ambassadors from year 6 organise activities for all children to engage in.

At the beginning of each term, class teachers discuss and reinforce school playground rules and base Circle Time discussion on situations appropriate to their class. The agreed rules in our behaviour policy apply at all times. Midday assistants and sports coaches and teachers on duty will encourage and reward positive behaviour and follow the St. Bernadette's principles: "Be Ready, Be Respectful, Be Safe".

Lunchtime Rewards and Sanctions:

The behaviour pathway is followed:

1. A verbal or nonverbal gentle reminder is given, with an explanation/reminder of what is expected. If the unacceptable behaviour stops, the child is praised for improved behaviour. If the unacceptable behaviour continues:
2. A second verbal reminder is given, with an explanation/reminder of what is expected. If the unacceptable behaviour stops, the child is praised for improved behaviour. If the unacceptable behaviour continues:
3. A clear warning is given, with an explanation/reminder of what is expected. . If the unacceptable behaviour stops, the child is praised for improved behaviour. If the unacceptable behaviour continues:
4. The child is given "timeout" (bench) and asked to reflect on the choices they are making about their behaviour. Time out is within the playground or lunch hall. If the unacceptable behaviour continues:
5. The midday assistant will report the issue to a senior leader.
6. The teacher is informed of the incident.
7. Each new day is a fresh start.

Extreme Behaviours:

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. We will work with the Behaviour Support Service to provide advice to meet the needs of such pupils.

Annex to Behaviour Policy:

Covid Update from Guidance – September 2020

In light of the current Covid-19 outbreak, the following amendments are in place that children will follow:

1. **Arrival to School/Leaving School:**
2. **Personal Hygiene:** Children will be allowed to go to the toilet in their groups (bubbles) only. The supporting TA on the corridor will ensure social distancing and thorough handwashing

using soap and the 20 second rule (signs will be available to remind pupils). Handwashing will take place when they arrive in the morning; before and after playtimes and **MUST** be supervised.

3. Tissues will be available in the classroom and pupils will be reminded to “Catch it; Bin it: Kill it.” A bin will be in every classroom. Children should be discouraged from touching their eyes, nose and mouth. (Signs will be around the school)
4. **Playtimes/Lunchtimes:** Children’s breaks will be staggered and they will be reminded to play with the children in their “bubbles” only. The supporting TA will supervise as well as Mr. Smith who will have planned sporting activities for the children where they are remaining in their “bubble” and not sharing equipment.
5. Toast will be brought to each classroom. Lunches will be brought to each classroom.
6. **Classroom Resources:** Children will have their own equipment (pens/pencils) in a box next to their allocated seating place or area of learning. Any equipment that is used by one “bubble” will be cleaned after use (ie: chrome books; D & T equipment etc).
7. **Behaviour of Pupils:** Expectations remain high and this applies to Home Learning also. (Shared rules for using Google Teams)