



## **Behaviour and Relationships Policy**

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# **St. John's Cathedral Catholic Primary School Behaviour and Relationships Policy**

**At St John's Cathedral Catholic Primary School our mission is to educate the whole child through the Gospel values of Christ.**

## **Introduction**

At St. John's we believe that all pupils should feel safe, secure and valued and that all members of the school community have the right to be treated with courtesy and respect. We recognise that strong, positive and mutually respectful relationships are the key to this.

A child's behaviour is likely to be better if:

- Staff model good behaviour through their attitude, manner and approach to each other and the children.
- Staff have a clear understanding of neurodiversity and the challenges that some children can face
- Positive relationships are at the heart of all interactions
- Pupils are supported to develop strategies to self-regulate their behaviour
- Staff understand behaviour as a form of communication
- Pupils feel that they belong, are valued and are praised and encouraged for making positive choices

The aim of this policy is to promote positive social behaviours by developing social responsibility and caring personal relationships. Children will be encouraged to establish self discipline, respect for themselves and each other and an awareness of their actions in relation to their local environment. To further this aim, staff will encourage and develop consistent, positive, sensible and sensitive standards of behaviour.

In accordance with the values expressed in the school's mission statement all children are special and should be valued as such.

Pupils' positive achievements and successes will be shared and celebrated. We believe that emphasis should be put on rewards as children respond and behave better in a positive environment. There will be clear approaches for unacceptable behaviour which will be understood by parents and children.

The behaviour charter will be revisited each September and displayed throughout the school. Class agreements will be established in each class and be on display in the classroom. These will be based on the following expectations.

### **We expect our pupils to:-**

- be thoughtful, kind, considerate and listen to others
- take responsibility for their own actions
- have respect for each other and all adults whatever their age, race, gender, creed or disability
- be polite and use manners in appropriate situations
- be aware that comments and behaviour can be hurtful to others
- be able to give a point of view in a polite and positive way
- be truthful and honest
- take a pride in themselves and their work
- wear the correct school uniform
- achieve their best
- conduct themselves around the school quietly and sensibly
- share and take care of resources
- Leave mobile phones and smart watches at home or in the school office upon arrival at school

### **We expect our staff to:-**

- Take the time to develop positive relationships with pupils
- Use emotion coaching to support children to understand, regulate and reflect on their behaviour by
  1. Recognising the child's feelings and empathising with them
  2. Labelling the feelings and validating them
  3. Setting limits n behaviour (if needed)
  4. Problem solving with the child
- insist on the use of good manners
- insist on children wearing the correct school uniform and inform parents if they are not
- praise children
- actively reward positive behaviour
- have a sensitivity to pupils' needs
- assist children in taking responsibilities for their actions
- keep parents informed about behaviour concerns
- keep written records of behaviour incidents in behaviour logs
- Refer more serious behaviour incidents to SLT to record on CPOMs
- Promote a sense of belonging to our school community through every day interactions

### **We ask parents to:-**

- support us to implement the policy
- help us in establishing a positive atmosphere, sharing and celebrating in the praise of pupils' behaviour, and achievement
- support us when action has been taken to address behaviour and talk through incidents with their child to help improve behaviour
- discuss with us any concerns and anxieties about their child's behaviour

- send their child to school in the correct school uniform

## Rewarding Positive Behaviour

We aim to establish a positive atmosphere with respectful relationships and good behaviour so that children have a better chance to learn successfully and develop strategies to regulate their own behaviour. Pupils will be encouraged and motivated in the following ways:-

- be given verbal praise
- receive positive and constructive feedback of written work
- receive stamps/stickers for individual positive behaviour eg at lunchtime
- with class reward systems eg KS1 weather chart and KS 2 Dojo points
- whole class reward systems eg filling a jar of objects to earn an end of term award
- with group celebrations of positive behaviour eg EYFS/Key Stage 1 – Good Samaritan Award and Key Stage 2 – Discipleship Award
- with whole school recognition of positive behaviour eg lunchtime supervisors' certificate and Head teacher's Award

## Dealing With Minor Behaviour Concerns

The majority of children will behave well most of the time. However, as part of learning how to behave, socialise and manage their own emotions, there may be times when we need to address one-off, minor incidents. These may include:

- Being unkind or using hurtful words towards others
- Low level disruption eg talking in class when asked to work quietly
- Not following instructions from an adult

These are usually addressed with:

- a quick, verbal reminder from an adult
- use of the class reward/sanction system
- being asked to move away from the situation.

If the behaviour is repeated and reminders are not being effective, the behaviour will be considered unacceptable behaviour.

## Dealing with Unacceptable Behaviour

As well as repeated low level behaviour that has not improved with reminders, there are some other behaviours that we recognise as more serious, not consistent with our Mission Statement and always unacceptable:

- kicking or biting in any circumstances
- unprovoked physical attacks on a child or adult
- swearing and using bad or derogatory language
- defiance of an instruction given by an adult
- deliberate damage to school property or the property of others
- taking other people's property without permission

- lying
- repeated use of unkind/hurtful words towards others

If a child behaves in an unacceptable manner the following steps will be taken:-

- they will be given a short break outside the classroom or in another classroom
- they will complete work or a reflection activity during playtime and/or lunchtime
- they will complete work or a reflection activity with a member of SLT
- A member of SLT will meet with the parents and the child to discuss the incident and the steps required to address the issues and move forward

Note: stages can be escalated/skipped if behaviour is deemed dangerous to themselves or others.

## Dealing with Behaviour at Break and Lunchtimes

For minor, isolated incidents on the playground such as:

- Using unkind words
- Being rough during playground games
- Playing outside of the designated area

Staff will remind children of the importance of using kind words and actions. They may also be asked to move away from the situation.

If the behaviour is repeated and reminders are not being effective, the behaviour will be considered unacceptable behaviour.

For unacceptable behaviour on the playground such as:

- kicking or biting in any circumstances
- unprovoked physical attacks on a child or adult
- swearing and bad or derogatory
- defiance of an instruction given by an adult
- repeated minor incidents

Staff on duty will report the incident immediately to a member of SLT who will give the child/children time to discuss and reflect on their behaviour before deciding on an appropriate action to address the behaviour eg no football for one week, up to 10 minutes on the line, letter of apology or in more serious cases a break from playtime/lunchtime and cooling off time with SLT. The incident will be recorded on CPOMs, the class teacher informed and the parents/carers informed.

## Supporting children and families

For a few children, learning to regulate their behaviour can be very challenging and may require additional support. All staff at St John's are committed to this and will provide the following support:

- Class teachers will keep parents informed of unacceptable or repeated misbehaviour and set up a behaviour log to record incidents and look at patterns
- The Head Teacher or Deputy Head will monitor behaviour records and invite parents/carers to discuss specific or ongoing concerns
- The SENDCO and/or ELSA will become involved in supporting the child
- Where appropriate, individual behaviour management plans will be set up in discussion with parents. The SENDCO will also advise and help to set targets.

- Outside support agencies may be consulted for advice for particular pupil issues, but will only have contact with the child after a parent has given permission. Such agencies would include:-  
EP (Educational Psychologist)  
MABS

## Exclusions

In the event that a child's behaviour presents a significant risk to the safety and well being of themselves, staff or other children, it may be necessary to exclude the child for a fixed term or permanently. Information, including the procedures for this, can be found in the exclusion policy.

## Restrictive Intervention

At St John's we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

Please see our Use of restrictive Interventions Policy for more information.

## Bullying

There is no legal definition of bullying. However, the school uses the common definition that bullying is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

The school acknowledges that bullying incidents may be of an individual and/or group nature and staff will be aware of where bullying incidents in the school are more likely to occur i.e. toilets/cloakrooms, more isolated areas of the playground.

To address bullying behaviour the school ensures that it will:

- create a safe environment which promotes **honesty** so that children are able/should tell the truth
- establish the truth so children can identify their own part in the incident
- discuss all issues of the incident, individually and/or as a group
- establish what is unacceptable behaviour and encourage the child to recognise this and the consequences their behaviour has caused
- give children confidence that they are being listened to and their opinion has been valued
- discuss with the children involved how to prevent a re-occurrence of the behaviour
- Support the victims of bullying
- Ensure that parents/carers are fully informed of bullying allegations and are kept up to date with the actions being taken.



# Behaviour Charter

*"In the same way your light must shine before people, so that they will see the good things you do and praise your Father in heaven." (Matthew 5:16)*

**Children at St John's want to be lights that shine out for all to see.**

**We will be good disciples by**

- **Being polite and respectful in the way that we speak to people**
- **Respecting each other's personal space**
- **Sharing**
- **Walking away if someone upsets us or tries to make us silly**
- **Taking care of our school buildings, grounds and equipment**
- **Playing nicely together**
- **Being friendly, especially to those who may be feeling sad or lonely**
- **Staying in the areas of the school and playground that we have been told to stay in**
- **Telling the truth**
- **Asking an adult to help us sort out problems if someone is being hurt or upset**
- **Telling an adult if we see or hear something that we know is not right**
- **Using our hands, feet and mouths for good and not for hurting**

**As good disciples, the children at St. John's will never hurt anybody with their words or actions. We will always treat other people as we would like to be treated.**

**Signing Procedure** the Charter will be agreed by all the pupils during a whole school assembly at the beginning of the new school year and then displayed in each classroom.