

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



Relationship and Behaviour Policy 2024-25

To be approved by Governing Board on 12th February 2025

Policy will be reviewed by 30th September 2025

Purpose

At St Anne's and St Joseph's we aim to:

- Provide calm, safe and supportive environments where children enjoy coming to school and where they can learn and thrive.
- Prepare children for life in a diverse and inclusive society.
- Ensure pupils can flourish in safety and dignity.
- Underpin the identity of our Catholic community as a place where Gospel values support us to treat one another with compassion.
- Ensure this relational practice is evident through all interactions.
- Respond to pupils consistently and fairly.
- Minimise disruption to learning.
- Ensure children feel safe throughout all times and places in school.
- Provide staff with support and guidance on ensuring clear and high expectations are evident at all times.
- Promote a positive climate and learning culture within school.
- Develop an understanding of what appropriate behaviours are.
- Define a framework for rewarding success and de-escalating negative behaviours.
- Promote self-esteem, self-regulation, and positive relationships with all staff members.
- Involve parents/carers, pupils, and staff in the application of this policy.
- Provide a safe school environment in which all pupils can learn (Keeping Children Safe in Education).

Expectation of staff

At St Anne's and St Joseph's we expect staff to:

- Invite children into their calm and not join them in their chaos.
- Offer equal amounts of challenge and support to work 'with' children.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Understand the children and the children know that we understand them.
- Recognise that all behaviour is communication and endeavour to translate this.
- Enable children to communicate with their words because they feel safe.
- Provide clear rules, routines and boundaries for all children.
- Have consistently high expectations within individualised responses to challenging situations.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Encourage, praise and actively listen to children.
- Regulate, relate and repair children using relationships and without 'punishment'.
- Work as a team to maintain high standards of behaviour within the school.
- Collaborate with the SENCO/Pupil and Family Support Worker to create personalised plans that enable children to thrive.
- Keep a record of all incidents of serious incidents on CPOMs and ensure that the Executive Headteacher and parents/carers are informed within that same day.
- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented.
- Reflect upon practice objectively, without judgement, to reduce risk.
- Understand and implement restorative practice.

Leadership and management

Executive Headteacher and senior leadership team will:

- ✓ Take responsibility for implementing measures to secure acceptable standards of behaviour.
- ✓ Visibly and consistently support all staff in managing pupil behaviour through the behaviour policy.
- ✓ Ensure there is limited, if any, disruption to learning and that staff and pupils feel supported and safe in school.
- ✓ Report to governors.
- ✓ Monitor, review and report incidents.

Pastoral staff will:

- ✓ Offer support to children, families and staff, where there may be additional needs and reasonable adjustments may be required to support pupils.
- ✓ Lead on emotional literacy support, interventions to address needs of pupils with specific difficulties; liaise with parents and external agencies to support.

Teaching staff will:

- ✓ Promote expectations and plan for the needs of all pupils.
- ✓ Use consistent classroom organisation
- ✓ Apply ATSSA principles, (Attachment and Trauma Sensitive Schools)
- ✓ Use Positive Regard strategies and relational practice
- ✓ Liaise with parents to support
- ✓ Communicate clear expectations to other staff, pupils and families
- ✓ Be open and transparent.

Support staff will:

- ✓ Support all pupils and other staff
- ✓ Use Positive Regard strategies and relational practice
- ✓ Collaboratively work to overcome any difficulties
- ✓ Be emotionally attuned to support pupils recognising where there may be a difficulty.

Governors will:

- ✓ Monitor behaviour
- ✓ Support staff to promote high expectations.
- ✓ Understand and support school with challenges but hold leaders to account.

Every member of staff is accountable, it is everyone's job in school, to deal with behaviour.

School systems, policies and procedures

School values

Routines –

At St Anne's and St Joseph's Primary School, we use Attachment and Trauma Sensitive Practice.

Examples of this in classes and around school are:

- Break out spaces outside classrooms for dysregulated pupils.
- Safe spaces within each classroom which children can withdraw to
- Emoji Check-ins
- Visual timetables and visual prompts

There are a wide range of strategies in every classroom to support executive function:

- a) *Language* - check understanding frequently; use of minimal speech; allowing extra time for processing.
 - b) *Verbal & non-verbal working memory* - visual supports including visual timetables, now and next boards, consistent, structured environments and routines, checklists.
 - c) *Organisational challenges* - chunking, writing frames, checklists and multi-sensory cues to ensure clear transitions between lessons.
 - d) *Time concepts* – calendars, days of the week displayed & referred to facilitate temporal understanding.
- All pupils, including the most vulnerable are enabled to communicate their thoughts, feelings, and wishes. Emoji check ins are found in all classrooms.
 - Classrooms are well-planned and clutter is kept to a minimum to maintain specific spaces and to ensure all spaces are welcoming and attractive.
 - Regular check-ins are provided for pupils with A&T (attachment and trauma) related difficulties throughout the day, including meet and greet first thing in the morning.
 - Staff recognise survival behaviours and respond sensitively, addressing physiological and emotional needs before trying to engage cognition, this may include snacks or down time.
 - Work alone spaces are provided in every classroom to reduce over stimulation and are used positively rather than punitively.
 - Pupils, including the most vulnerable, are supported in communicating emotions, feelings and worries, including the use of worry boxes.

How to support Behaviour

As an inclusive school, at St Anne's & St Joseph's Primary, we acknowledge that children may display challenging behaviour. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs and circumstances. Therefore, any consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

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| <p><i>Low level behaviours occur due to an unmet need.</i></p> <p><i>A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.</i></p> | <p><i>Defensive behaviours occur due to a breakdown in communication.</i></p> <p><i>A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support</i></p> <p><i>Defensive behaviours can tip into crisis very quickly.</i></p> | <p><i>Crisis behaviours occur when a child has 'flipped their lid' their main priority here is survival</i></p> <p><i>If the child perceives a threat, they are likely to respond with fight, flight or freeze.</i></p> |
| <p>I Anxiety</p> | <p>2 Defensive</p> | <p>3 Crisis</p> |

| <p>Behaviour (No an exhaustive list)</p> | | | | | |
|--|--|---|--|--|--|
| <p>Rocking Tapping Swinging on chair Head on desk Sullen Calling out</p> | <p>Finding it hard to cooperate Inappropriate comments Failure to complete work Disrespect</p> | <p>Teasing Pushing Arguing Destroying work Running indoors Disrupting</p> | <p>Use of inappropriate language Disrespecting school equipment Not following instructions Leaving the classroom</p> | <p>Vandalism Physical assault Fighting Disrespectful to adults Racial abuse Bullying</p> | <p>Leaving the classroom or school grounds without permission.</p> |

| <p>Strategies</p> | | |
|---|--|---|
| <ul style="list-style-type: none"> • Acknowledge all low level behaviours • Read the body language of the child • Consider you own body language • Invite the child into your calm don't join them in their chaos • Use child's name to engage • Use reflective language... "I can see that... I notice... I am wondering... I imagine." • Use empathy "I understand this is hard for you.... That must be really difficult." • Match affect – use a low tone of voice • Consider sensory regulation (deep pressure) • Remind children of the natural consequence to their behaviour. | <ul style="list-style-type: none"> • Continue to use low level strategies if appropriate • "What should you be doing now?" • "Name, command, thank you" • Ask "what?" not "why?" • Give the child 2 choices (don't make these punitive, make them choices you are happy with) • Maintain high expectations and boundaries • Affect language... "when you...I feel... I need you to" • Remind children of school expectations • Ensure strong routines are in place • Use a sensory break for the whole class • Staff should use positive recognition to encourage and create a positive culture • Give time and space • Class reset • Restorative conversation • Think reflection not reprimand • Be curious • If the behaviour becomes unsafe respond as if it is a crisis behaviour | <ul style="list-style-type: none"> • Change environment • The child will be taken back to class when safe enough to engage • Continue to use anxiety and defensive strategies • Support and closely supervise • Offer a safe space • Change face • All crisis should be followed up with a restorative conversation with class staff/SLT/pastoral • Support for classroom staff to recover • Logical consequence |

| <p>Aim</p> | | |
|--|---|---|
| <ul style="list-style-type: none"> • The purpose of these strategies is to ensure the child feels listened to heard and understood • We need to make the child feel safe enough to use their words | <ul style="list-style-type: none"> • Remember that Children don't behave for systems; they communicate with people who connect, people who care. • Find a balance of challenge and support to prevent further escalation into crisis. | <ul style="list-style-type: none"> • The priority in a crisis is to maintain safety and calm the situation. • Crisis situations may involve the removal of stressors. |

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.

Logical consequences will only work when the child is ready.

Break & Lunch Consequence

A new lunchtime Policy and Procedure has been created for lunchtimes, to ensure that behaviour is good during unstructured times. During this time, welfare staff use the school behaviour policy to manage behaviour and develop relational practice. Staff in school can support managing incidents but to ensure pupils have the same level of respect for all staff, incidents will be supported not managed by senior leads. (See Lunchtime Policy and Procedure).

Staff induction, development and support

- Induction arrangements – all staff and volunteers new to the school will receive support and training regarding our policy, practice and procedure.
- Behaviour reviews - To be reviewed termly with parents or when a significant change in behaviour has occurred
- Training and development will be regularly planned with reflections on lessons learnt and an analysis of incidents, to include location, pupils involved and any potential triggers.
- Wednesday wellbeing meetings will be an opportunity for staff to discuss strategies and specific pupils. (this provides an enquiry approach to supporting behaviour for preservative measures to be put in place rather than reactive measures)
- Structured debriefs – will be led by members of SLT and a record made of lessons learned and actions required.

Pupil transition

Pupils are supported in school at various points of their school journey:

- Home visits and Nursery visits take place before pupils join us in the EYFS.
- A parent induction meeting takes place and transition days for new pupils to familiarise themselves with their new classroom and Teachers. This includes any new pupils who may join school in other year groups.
- At the end of each school year, a transition day takes place, usually on the same day as the Year 6 transition day to their new high schools, so that pupils can familiarise themselves with their new classroom and Teachers ready for the September start.
- Teaching staff also meet and ensure that a handover is completed for each pupil before the start of the new term.
- Year 6 transition days are organised through liaison with high school staff. This can also involve visits from high school staff into school to meet with pupils and reassure them before their transition to high school.
- At the start of each new school year, pupils create their own classroom rules alongside discussion of the whole school rules, to ensure an understanding of expectations as the school year commences.

- Teachers use visual clues, social stories (where necessary), musical countdowns and prompts as pupils move from one activity to another so that pupils are given time to transition during the day.

Specialist support

For some pupils at SASJ, there may be a need for support and intervention from other specialist adults in school and or agencies out of school. These may include;

- SENDCo – supporting staff to put in place any reasonable adjustments during the school day and/or support towards EHCP/POP targets. (Education Health Care Plan/ Pupil Overview of Provision).
- Pupil and Family Support worker - supporting pupils during the school day through intervention. These may include;
- Lego Therapy, Relax Kids, Drawing and Talking, 1:1 emotional support,
- IEST – who provide both direct support to children and young people with an EHCP and to staff in their setting, to secure positive experiences and outcomes for children and young people with an EHCP and ensure their inclusion in a mainstream setting. (Inclusion and Engagement Support Team).

Child-on-child abuse

Child-on-child abuse will not be tolerated. We believe that identifying all forms of abuse is crucial to ensure a culture of acceptance is not adopted. Staff are trained to be alert to harmful (sexual) behaviours towards peers (both in person and online), sexual harassment, violence, and emotional harm. All reports of such behaviours are taken very seriously and are investigated by senior leadership, listening carefully to the children involved. (Refer to Anti bullying Policy).

A meeting with parents/carers will also take place to share the facts of the events and agree subsequent actions. The incident will be assessed on a case-by-case basis to ensure a proportionate, considered, and supportive action is taken with the victims wishes considered.

In some circumstances, a team around the child may be put into place in the form of an Early Help Plan or a referral to Children's Social Care and/or the police. Staff understand the importance of enabling strong relationships with children so they feel they can talk about damaging abusive behaviours from other pupils.

Our PSHE and SRE curriculum teaches children about respect and healthy relationships – including consent, what respectful behaviour looks like, body confidence and self-esteem. (See PD Policy).

Reporting.

All incidents of concern are reported on CPOMs. **All** staff have access to this site and are responsible for recording incidents. The school protocol for using CPOMs has been shared with all staff. Incidences may be recorded under specific categories to make monitoring more effective. These may include; bullying, LGBTQ, SEND, Online, Physical, racial, sexual violence and harassment.

Behaviour incidences may also be distinguished using the following subcategories; verbal, physical, online, sexualised behaviour.

SLT and DSLs all have access to CPOMs records and monitor incidences which can be read as they occur, ensuring that actions are taken and recorded. Half termly meetings will identify any patterns of behaviour or incidences occurring in school.

Records must be:

- ✓ Completed as soon as possible...is this different for different concerns?

- ✓ Accurate and factual...factual details about child are correct, accurate language used.
- ✓ Specific...refrain from using generic terms such as always, constantly, never, inappropriate... ✓ Non-judgemental...it is not about what WE think!
- ✓ Completed in the correct format...verbally, electronic, using correct categories, written in the first person.
- ✓ Child centred...what is the impact of the concern on the child?
- ✓ Defensible...is it clear what happened, what was done about it and why?

Banned items

These include:

- Mobile phones, Cigarettes and E-cigs.
- Items with the intention of selling or trading with other children.

The list of prohibited items is: knives and weapons, alcohol, illegal drugs, stolen items.

- Any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- An article specified in regulations: tobacco and cigarette papers, fireworks, pornographic images.

Suspensions and Permanent Exclusion

Only the Executive Headteacher can take the decision to suspend or exclude a pupil. A suspension is for a fixed term ranging from 0.5 days to 5 days. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

The aim of a suspension is to enable staff the time required to formulate a plan to prevent future incidents and may be used in response to unacceptable behaviour (see Exclusions Policy). A suspension can also be for parts of the school day, such as for the duration of the lunchtime period, if a pupil's behaviour at lunchtime is persistently disruptive. A pupil's behaviour outside of school grounds can be considered for a suspension or permanent exclusion.

A permanent exclusion is when a pupil is no longer allowed to attend a school. The decision to exclude a pupil permanently can be in response to a serious breach or persistent breaches of the school's behaviour policy; and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

St Anne's and St Joseph's will, where they see appropriate, verbally inform parents of their child's behaviour. In every instance where a child has been withdrawn from their class/the playground, parents will be informed within the school day or as soon as possible, thereafter. If the decision has been taken to issue a suspension, the school will - by the end of the afternoon session on the day that the suspension is issued - inform parents of the reasons for the suspension and that they are legally required to ensure that their child is not in a public space during school hours and that parents could be given a fixed penalty notice if they fail to comply. This will be communicated in a letter to be given to the responsible adult collecting the pupil at the point of suspension, or as soon as possible thereafter in exceptional circumstances. A log that this has been communicated to parents will be kept by the school on CPOMs (see Exclusions Policy). In some cases, the Virtual School Head and/or social workers will also be informed in line with DfE guidance.