



The Cathedral School of St Peter and St John

Growing together within God's loving family we support, challenge and inspire each other to become the best that we can be.

Positive Relationship and Behaviour Policy

Last updated: May 2023

Statement of intent

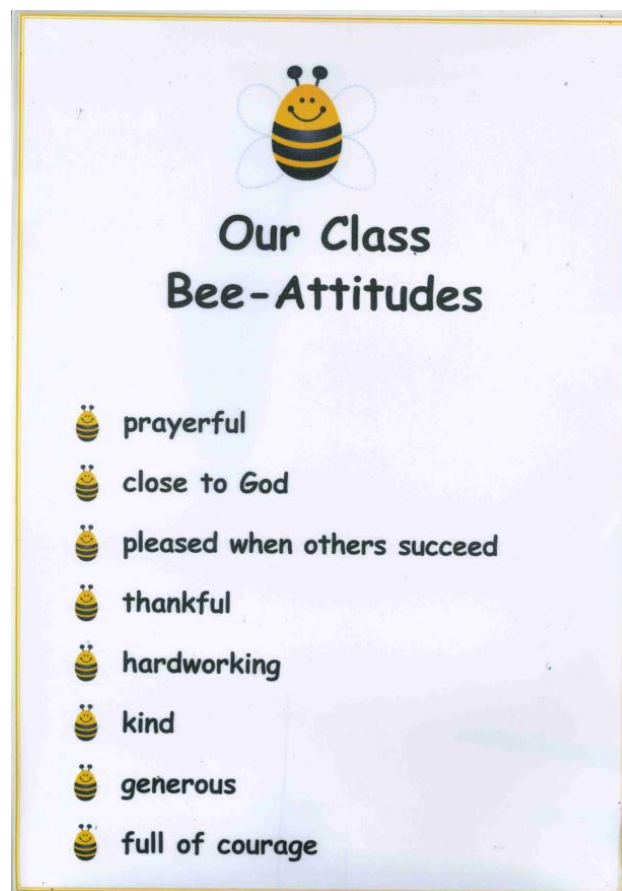
At The Cathedral School of St Peter and St John RC Primary, we believe that developing strong healthy relationships is key to creating an environment where exemplary behaviour and mutual respect promote productive learning. Everyone (staff, pupils and parents) is expected to maintain this behaviour and to accept responsibility for their behaviour and encourage others to do the same and understand that all will be supported wherever and whenever is necessary.

We encourage our children to follow our school Mission Statement.

Growing together within God's loving family, we support, challenge and inspire each other to become the best that we can be.

Our Mission Statement, alongside the Bee-Attitudes, form the basis of our schools' behaviour expectations. Collectively we believe that children learn best when they feel safe and secure in a consistent and supportive environment. Children are clear about what is expected of them and are safe in the knowledge that they will be cared for in those times when they are not at their best. We work in close partnership with parents to encourage core values become central to the lives of our children.

Our Bee-Attitudes, are a child friendly and easily understood version of The Beattitudes, - blessings shared by Jesus in his sermon on the mount, as told in the Gospel. We refer to these as Gospel Values and celebrate behaviour which displays Gospel Values in Action. The school's Honey Bees Team promote these values at every opportunity.



We aim to:

- Build a community based in the love of Christ, which values and models kindness, good humour, tolerance and empathy for others
- Celebrate diversity, learning at every opportunity about our fellow human beings / those from differing backgrounds, cultures and religions
- Foster healthy relationships between all members of our community by displaying genuine care, trust and empathy so we can all work together to happy, secure and stimulating learning environment
- Ensure that all members of our community are treated fairly and with dignity
- Ensure all members of our community are shown respect so we create a safe, comfortable and nurturing environment where we can all become the best that we can be
- Promote the positive and celebrate when we see Gospel Values in action
- Promote positive mental health and well-being for all
- Create and maintain an environment where children feel safe enough to:
 - develop lively inquisitive, curious and analytical minds, the ability to probe and discuss rationally and to apply their initiative
 - acquire skills, concepts and knowledge relevant to future life including resilience and perseverance and the ability to compromise
 - develop life skills including, self-regulation, empathy, social awareness and recognise that every action has a consequence
 - use restorative approaches to help maintain strong relationships
 - understand and follow rules and boundaries which are supportive and conducive to learning

Purpose of the Policy:

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

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote and encourage self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Here at The Cathedral School of St Peter and St John RC Primary, we recognise that behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges may signal a need for support and it is essential to understand its underlying causes – focusing on the why rather than the what.

Roles and Responsibilities:

Every member of the school community is responsible for the promotion of positive behaviour and the safety of every child in school, acting as a positive role model at all times.

The school aims to create an emotionally friendly environment - a safe calm, feel good atmosphere, in which positive mental health and well-being are promoted and pupils are

taught when resilience may be appropriate. To reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH) our whole-school approach uses the following methods:

- **Culture, ethos and environment** – the health and well-being of pupils and staff is promoted through an intentional holistic, whole school community approach – including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum has been devised and utilised to develop pupils' knowledge about health and well-being, equipping them to become responsible individuals, this includes specific Happy Mind sessions, RSE and collective worship sessions.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and well-being, both within and outside of school.

The Senior Leadership Team will:

- Promote a consistent approach throughout the school – standing alongside colleagues to support, guide, model and show a unified consistency
- Support members of staff in their implementation of the school's policies
- Oversee the implementation of the policy throughout the school
- Provide regular and relevant behaviour management training for all staff
- Support staff, children and parents
- Be a visible presence around school, especially the start and end of day and transition times
- Celebrate staff and children whose effort goes above and beyond expectations
- Use behaviour data to target and assess behaviour policy and practice
- Review provision, particularly for those who fall beyond the range of written policies

The Pastoral Lead and Emotionally Friendly Champions should:

- Oversee that the policy is reviewed and revised (where needed) annually in conjunction with the Senior Leadership Team
- Support all the stakeholders in the implementation of the policy
- Oversee restorative practices to repair relationships
- Support staff in returning children to learning
- Use behaviour data to target and assess interventions

The Governors should:

- Ensure that the policy is updated regularly by the behaviour team and reflects the school ethos

All Staff should:

- Meet and greet at the door
- Model positive behaviours, establishing and encouraging positive relationships
- Promote dignity of the human person at all times
- Implement the school policies for behaviour
- Plan lessons that engage, challenge and meet the need of all children
- Keep calm at all times and be consistent - Avoid confrontation
- Listen and establish facts before action
- Be consistent with behaviour expectations and when a consequence is needed
- Praise in public and reprimand in private
- Follow up consistently, supporting children through reflective dialogue about choices made and the impact of their behaviour on the school community
- Use restorative practices to repair relationships following a poor choice
- Never ignore, or walk past behaviour not in line with expectations
- Report to SLT if there are issues relating to adhering to the behaviour policy

Parents and Carers should:

- Support the school in the implementation of the policy to ensure a cohesive and consistent approach to managing their child's behaviour
- Sign a Home School Agreement when the child joins the school. By signing the home school agreement parents will be indicating their agreement with the school behaviour policy. At the beginning of each school year a copy of the Home School Agreement will be sent home to remind parents of their commitment.

Children should:

- Take responsibility for their actions
- Understand the need for good choices and why consequences may be given/needed
- The 'Honey Bees' – child emotionally friendly champions – will support and promote positive relationships and behaviour and contribute towards effective behaviour policy across the school

Managing Behaviour:

Engagement with learning is always our primary aim at The Cathedral School of St Peter and St John RC Primary in order to give our children the best chances. For the vast majority of children, a gentle reminder is all that is needed. However, we recognise that a child needs

to be feel comfortable, safe and calm in order to access learning, and this may not always the case.

Positive teacher-pupil relationships are key to embedding positive behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

We understand that behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges may signal a need for support and it is essential to understand its underlying causes.

There are some occasions when it is necessary for a child to need further support to improve their behaviour. Whenever possible, these steps should be taken in private, with care and consideration; taking individual needs into account where necessary. Some children may require the additional support of a Pastoral Plan.

“The behaviour of one child is not everyone else’s business. It is between you and the individual.” (Paul Dix, When the Adults Change Everything Changes)

Recognition:

Recognition is the simplest way to promote positive behaviour. We recognise and reward behaviours which go above and beyond expected standard. A range of recognition strategies are used throughout the school to celebrate effort, attainment and behaviour. Rewards are immediate, consistent, achievable and fair, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

These include (but are not limited to):

- Positive personal praise
- Dojo points
- Stickers/stamps
- Phone calls home
- Certificates
- Nominations by peers for recognition
- Recognition on the Wall of Fame

Actions and Strategies for all staff to implement each day:

- Praise the behaviour you want to see
- Recognise Gospel Values in Action
- Take the attention away from displaying negative behaviour
- Give children time to stop, think and change their behaviour before escalating
- Learning mistake awards – recognising mistakes are part of a positive practise to success

Pastoral Support

All children are encouraged to ‘check in’ with how they are feeling at the start of am/pm sessions. All staff monitor the emotion pots and follow up with individual children who have indicated they are feeling worried or sad.

The Pastoral Lead, who is Level 3 Place2Be trained, holds drop in sessions at break and lunch time and is available to all children who wish to speak. Identified children will have a specific time with the Pastoral Lead to access play therapy or other appropriately targeted interventions.

Practical Steps for supporting a return to positive behaviour choices:

Engagement with learning is always the primary aim. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. However, there are occasions where further strategies are needed to support a child.

Although there are occasions when it is necessary, every minute a child is out of their lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. All children must be given 'take up time' in between steps.

Children are held responsible for their behaviour. Staff will deal with behaviour following the agreed steps. SLT will support where necessary.

Step	Action
<p>Stop and Think reminder</p>	<p>Gentle encouragement or a 'nudge' in the right direction. A Stop and Think visual shown and a clear verbal warning delivered privately where possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</p> <p>The child has the choice to do the right thing. Children will be reminded of previous times where they have made positive choices and shown the right kinds of behaviour to encourage them to realise they can.</p> <p>Staff should make an effort to keep things at this stage and praise should be given if the child is able to model good behaviour as a result of Stopping and Thinking.</p>
<p>Consequence</p> <p>A serious incident will trigger an immediate consequence without need for a Stop and Think reminder. This includes:</p> <ul style="list-style-type: none"> - Disrespecting another person - Physical harm to another person 	<p>Children are encouraged to take responsibility for their behaviour and to recognise that while all feelings are normal, how we respond to those feelings needs to be respectful of others.</p> <p>A restorative conversation will always take place.</p> <p>The behaviour shown, will determine if additional reflection time is required or if</p>

	<p>time is needed to complete learning missed during the incident.</p> <p>Incidents which reach this stage should be recorded on CPoms and logged for monitoring.</p>
Cool Down	<p>If challenging behaviour continues the child may need time away from the situation that has triggered their behaviour.</p> <p>This could be a short time away from the classroom to allow the child to compose themselves and think how they want to proceed. The child must be supervised at all times either by a member of staff from the child's class, the Pastoral Lead or a member of SLT.</p> <p>This should be logged on CPoms.</p>
Repair/Restorative Conversation	<p>To be shared as part of the consequence – 5 minutes during break or lunch time.</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/feeling at the time? 3. What have you thought since? 4. How did this make other people feel? 5. Who has been affected and how? 6. What should we do to put things right? 7. If this happens again, how could you do things differently?
Supportive Practice	<p>When a child's behaviour requires a consequence the class teacher must inform parents. This should be done by phone call before the parent collects the child from school that day. All parental contact should be noted on CPoms.</p> <p>The Head Teacher and Deputy Head teacher and DSL team monitor all CPom entries and have regular update meetings with the Pastoral Lead and SENCo. If a child's behaviour is becoming an increasing concern, a meeting will be arranged with their parent/carer to discuss the cause and support available.</p>

A serious breach may lead to an internal/fixed term exclusion. This may include:

- Physical violence or verbal abuse to an adult

- Physical violence or verbal abuse to other children
- Damage to school property

More information can be found in our Exclusion Policy.

SEND:

We acknowledge that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

It may, for example, be the result of a medical condition or sensory impairment, previous trauma or neglect, or be exacerbated by an unmet need or undiagnosed medical condition. It may reflect the challenges of communication, or the frustrations faced by children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties, who may also have little choice and control over their lives. These factors may result in behaviours that are challenging. Behaviours that challenge may reflect the impact on a child or young person of being exposed to challenging environments which they do not understand or where positive social interactions are lacking or personal choices are limited. These children and young people need support to have their needs met in different ways and to develop alternative ways of expressing themselves that achieve the same purpose but are more appropriate. Behaviour support plans, drawn up with the involvement of the children, parents and young people, help to understand better a child or young person's experiences and behaviour and the steps that should be taken to meet their need.

. (A Positive and Proactive Approach to Behaviour Reducing the Need for Restraint and Restrictive Intervention 2019)

Those children who commonly demonstrate inappropriate or unacceptable behaviour will be considered to have a SEMH need, and have a Pastoral Plan and written in consultation between the class teacher, the Pastoral Lead, the SENDCo and the child's parents. Outside agencies may be called upon for advice. The plan will be monitored and reviewed at regular intervals and appropriate further action taken when necessary.

Any distinct changes in a child's behavioural patterns should be reported to a DSL (through CPOMS) to be discussed within the pastoral meetings.

