

St Gregory's Catholic Primary School



Relational (Behaviour) Policy

January 2024

Our mission statement:

In the joy of the Gospel, we will work together to be kind, fair and honest and become the people Jesus calls us to be.

Values and Beliefs:

St Gregory's is a happy and caring Catholic School where relationships are at the centre of all we do. The behaviour of our pupils is of a very high standard. We strive to live out the Gospel values in our daily work, and staff ensure that their interactions with pupils, other staff and parents reflect the highest level of mutual respect and care for one another.

"The school is a cheerful hive of focused learning" OFSTED 2024

Our relationships in school are developed within a framework of fairness based on high standards of expectations that we expect from all children, staff, parents and governors. These expectations are based on the need for us all to care for other people's safety, health and wellbeing. We encourage the children to practise good behaviour by operating a system of praise and rewards.

We expect children to be friendly and polite, not act in an aggressive or dangerous manner, and show respect for all children and all adults who work in, or visit the school. We also expect that the school environment and all school property will be treated with respect.

We use various PSHE resources including 'My Happy Mind' endorsed by the NHS and Coram Life Education, which help children develop an understanding of their personal, social and emotional learning during their time at St Gregory's. This underpins our nurturing philosophy and our desire to help children develop increasing responsibility for their own behaviour, within clear parameters. Our focus is on creating a positive whole school ethos and policy that promotes positive relationships and behaviour. Our goal is to support the inclusion and well-being of all children and to avoid the use of practices which exclude children.

In all our dealings with children we act as role models and demonstrate a calm, respectful manner in our interactions, and we aim to address all issues in this way without aggression or raised voices.

This policy should be read and considered in conjunction with these other key policies: Safeguarding, PSHE, Physical Education and SEND as all our policies work together to support a holistic practice which works towards a common aim and within a consistent value system (our policy on safe handling is included as an appendix to this policy).

We believe that consistency does not mean always responding the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, **but everyone getting what they need.**

We will:

- Create an environment which encourages and reinforces outstanding behaviour.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Lead by example in that way that we treat each other and the children in our care.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- Create an approach to behaviour management throughout the school that is consistent to our values and beliefs.
- Ensure that the school's expectations and strategies are widely known and understood.

- Work in partnership with parents and carers in dealing with any behavioural issues.

We believe that adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children. All staff and volunteers working in school aim to:

- Be consistent to our values and beliefs
- Follow the hierarchy of rewards and sanctions
- Deal with problems straight away and in a calm manner
- Make children aware of appropriate behaviour in all situations
- Ensure that each child has work appropriate to their ability
- Act as a role model for desired behaviour, treating all adults and children with respect
- Focus on catching good behaviour and positive reinforcement to raise self esteem
- Display the school code of conduct and refer to it regularly
- Escort the class when moving around school
- Create a calm working atmosphere in the classroom, with well established routines
- Work closely with the SLT and outside agencies in implementing advice for any children with behavioural difficulties
- Take on the role of 'key worker' as directed to talk to specified identified pupils (e.g. vulnerable children) at regular times of the day, engage with them and find out how their day is going.

Theory and Research:

Our relational approach and practice is firmly grounded in theory, research and evidence based practice. We have invested heavily in staff training in relational approaches and work closely with these training partners to ensure continued staff professional development and links with current research.

Staff have had significant training in the link between trauma, attachment, adverse experiences on development and school exclusion. We have worked and are still working with AC education – a training partner to explore current research in this area. We know that studies have shown that ACE (Adverse Childhood Experiences) increase the behaviour and learning problems in children (Hunt et al. 2017¹; Lachini et al. 2016²) as well as physical and mental health outcomes in later life (Crouch et al. 2018³).

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN)- which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps promote a shift towards viewing behaviour as a communication of an emotional need and we fully support and embrace this change at St Gregory's.

We recognise that research on attachment and trauma strongly indicates that a relational rather than behavioural framework is more effective in supporting children's behaviour. (Bergin and Bergin 2009⁴, Riley 2010⁵, Cozolino 2013⁶). This heavily informs our practice at St Gregory's.

¹ An overview of systematic reviews on the public health consequences of social isolation and loneliness N Leigh-Hunt, D Bagguley, K Bash, V Turner, S Turnbull, N Valtorta, W Caan

² Treatment Access Barriers and Disparities Among Individuals with Co-occurring Mental Health and Substance Use Disorders: An Integrative Literature Review

Mary Ann Priester, MSW, Teri Browne, Ph.D., Aidyn Lachini, Ph.D., Stephanie Clone, MSW, Dana DeHart, Ph.D., and Kristen D. Seay, MSW, Ph.D

³ Safe, Stable, and Nurtured: Protective Factors against Poor Physical and Mental Health Outcomes Following Exposure to Adverse Childhood Experiences (ACEs) Elizabeth Crouch, Elizabeth Radcliff, Melissa Stropolis, and Aditi Srivastav

⁴ Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational Psychology Review*, 21

⁵ Attachment Theory and the Teacher-Student Relationship A Practical Guide for Teachers, Teacher Educators and School Leaders By Philip Riley Edition 1st Edition First Published 2010

⁶ Cozolino, L. (2013). *The social neuroscience of education: Optimizing attachment and learning in the classroom.* W. W. Norton & Company.

Developing Relationships:

At St Gregory's we work hard to develop relationships with each other by following a 'Relational Approach'. This approach can be expressed in the following diagram:



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⁷ This diagram is taken from <https://www.devon.gov.uk/support-schools-settings/document/guidance-for-developing-relational-practice-and-policy/>

St Gregory's Code of Conduct

- 1. We are polite and respectful;**
- 2. We show enthusiasm and pride in our work;**
- 3. We keep ourselves and each other safe;**
- 4. We look after school property;**
- 5. We are kind, fair and honest.**

This code of conduct can be seen around school and is referred to regularly and discussed, especially with younger children to help them understand what it means for them and what we expect of their behaviour.

At St Gregory's we encourage and support the development of relationships in many different ways. Some examples include:

- Year 6 – Reception 'buddy' programme
- Year 5 lunchtime PALS for KS1 programme
- Positions of responsibility such as House Team Leaders, Sports Ambassadors, School Council, Eco Council, Orchestra/Band membership, Hall Monitors, Library Monitors, Register Monitors.
- Well-being Warriors led by our school Family Support Work to support the well-being of pupils and parents.
- Face to Face 'Parent Pop- Ins' and sharing of weekly work and school life via an online tool
- Open invitation to a weekly celebration assembly where achievements from in and outside school are celebrated.
- A full time Family Support Worker to offer sessions to pupils and parents when needed.
- A strong investment in development of pupil and staff 'cultural capital'. This includes visits to local community centres, the Liverpool Philharmonic Orchestra, a link with the Confucius Institute at UCLAN local art centres, engagement in interschool sport competitions, a linked artist in school. We believe these experiences help pupils feel part of their community; local and national.
- A commitment to a strong PSHE programme of lessons that includes 'My Happy Mind' to support mental health as recommended by the NHS

We know that at St Gregory's we provide a safe environment for pupils to learn and grow as individuals. Our way of interacting with children is vital to this growth. We recognise that angry, fearful or blank expressions can trigger feelings of danger and fear. We aim to be firm not cross and clear whilst maintaining warmth in our faces and voices.

We also recognise that our environment can help children feel safe. In particular, some children may be triggered by sensory factors and we provide 'reflection' rooms for these pupils to manage this sensory need should they require. The use of these rooms is carefully managed and expectations set out later in this policy.

In dealing with behaviour, staff and volunteers working in school:

1. Stay positive
2. Keep calm and speak calmly (a raised voice can inflame the situation)
3. Keep it private (away from an audience)
4. Give a choice so that children begin to take responsibility for their actions
5. Use restorative approaches if possible - encourage the parties involved to make an apology and consider suitable sanctions or ways forward

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative. Displays help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment. All classrooms have agreed and understood protocols for:

- Entry procedures,
- seating plan,
- strategies for attracting the teacher's attention,
- noise levels,
- exit procedures.

When everybody knows the expectations for these five areas, clear boundaries are set and this is the basis of good classroom management. **This helps all pupils to feel safe and secure in our environment.**

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for good behaviour should be as high as for good work.

1. Dojos

Dojo points are earned on an individual basis but also contribute towards the score of a large team. We have an 'Olympic themed' House Team system with 5 teams representing the 5 continents: Asia, Africa, the Americas, Europe, and Oceania. Each child is allocated to one of the five teams. House points can be earned for the Olympic and Paralympic values of: friendship, excellence, determination and respect. Dojo points are rewarded at an individual level in class and at House Team level during weekly assemblies.

2. Merits, Star and Values Certificates

Two children in each class are awarded a merit every week, based on teacher nomination for outstanding effort or achievement that week, and one is awarded Star of the Week. Awards are presented publically as part of the celebration assembly on a Friday morning, to which all parents are welcome, and the children's names are published in that week's newsletter, which is sent out to all families and governors of the school. We have introduced a Value of the week. The Headteacher begins the week with a Value assembly either a Gospel Value, British Value or Global Value is chosen and the children attempt to demonstrate that value during that week.

3. 'You've been Noticed'

This is our system for rewarding excellent behaviour, which seeks to promote good behaviour by 'catching' children doing something really good.

If a member of staff notices a child saying or doing something particularly praiseworthy, they can award the child a 'You've been noticed' and they write their name on the board. These name cards are then brought to Friday assembly where there is a prize draw of three names. The winners can choose a prize or reward voucher from the box (including vouchers for hot chocolate with the head teacher for them and a friend or a pass for an extra playtime.)

4. Praise Postcards

These are special St Gregory's postcards sent home so that parents can see their child has had success at school.

5. Other rewards are:

Stickers; certificates; whole class awards; preferred activity time (golden time); extra playtime; visits to other classes (by arrangement); lunchtime awards; head teacher awards; attendance awards.

Repairing and Restoring:

“Too often we forget that discipline really means to teach, not to punish.”⁸

We recognise that despite our relational approach, sometimes things go wrong. We recognise that the demands of school life mean that some children will need to support to repair and restore relationships and learn from mistakes made.

When supporting this learning process in the aftermath of a challenging event, children will need the security of our relationships in order to access the learning need to repair harm and be supported to change. They will need our empathy, our understanding and our support to stay regulated whilst having such challenging conversations. This is very skilled relational work and we have invested heavily in staff training in this area.

Clear guidelines are followed in above situations by all staff:

- It is made clear to the child **why** the sanction is being applied – the child needs to know which of the expectations in the code of conduct they have not kept to
- It must be made clear what changes in behaviour are required to avoid future punishment
- Group punishments are avoided as they breed resentment
- There is a clear distinction between minor and major offences
- It is the behaviour rather than the person that is punished

All classes follow the same procedures for repair and restoration. The list below can be, but is not always, hierarchical, and staff try to make sure that the reaction to misbehaviour is measured and appropriate for that individual child and the behaviour displayed. We remember that our approach is consistent to our values to meet the needs of the individual child:

1. **Non-verbal reminder** (for minor incidents) – a look, shake of the head, frown etc.
2. **Tactical or planned ignoring** of continued low-level disruption. At the same time, positive praise and reinforcement given to those children behaving appropriately.
3. **Verbal reminder** – Given directly, clearly and simply, and as privately as possible, labelling the behaviour not the person. E.g. “Sally, I don’t want you to call out. Please remember to put your hand up.”
 - a. Time given to follow the reminder; Calmly repeated reminder if required.
4. **Child’s name recorded** a reminder to the child that a period of improved behaviour will result in the name being crossed out.
5. **Loss of Class Dojo** will be taken after 2 warnings
6. **‘Time Out’** – may be used to provide a break in a developing cycle of conflict and allow short time for reflection and cooling off. Separation can either be to that particular class’s designated ‘time out area’ (normally a chair or area within the class but away from others) or in another class, but where the child can be supervised fully. If a child is having ‘time out’ this has to be for an agreed short period, (ideally sand-timed or stop-watched) after which the child should be reintegrated to the class or group, and reminded of the school’s code of conduct.
7. **Loss of free time** (morning break time or lunch break time) – minutes have to be ‘paid back’ to compensate for disruption caused to the class. If children do this it must be in a supervised area of school eg. Outside the Head’s office. Children must not miss lessons eg. PE as these are a valuable part of every child’s curriculum entitlement. During this time children should be occupied in completing their **‘Think Sheet’** or writing out the school’s code of conduct or writing a letter of apology or similar. Children must not miss playtime repeatedly as they need a break and fresh air.
8. **Loss of privileges** – for continued disruption.

⁸ Daniel Siegel and Tima Payne Bryson – The Whole-Brain Child (2012)

9. **Inform others** - A member of **senior leadership** team should be informed if a child's behaviour is repeatedly cause for concern, as should the **child's parents**. **This should also be recorded on the school's recording system 'CPOMS'**.
10. **Class separation** – If there has been constant behaviour which affects the learning of the rest of the class, the class teacher may, by agreement with another teacher, ask the child to work in another class for a period of time. In this situation, it is necessary for the child to be given appropriate work to take with them, and also to be collected by a member of staff and escorted back to class at an agreed time. NB Children must **not** be sent out of class on their own or sent out on to the corridor. This only serves to demonstrate to the child that staff are not dealing with their behaviour. During this time they are not learning anything, nor are they working on correcting their behaviour. It can also be humiliating and damaging to self-esteem.
11. **'Behaviour Log'** – a child will be sent to the head and their name may be recorded in the book kept in the Head teacher's office in cases of behaviour deemed to be serious. This will be reviewed monthly by the Head teacher and SLT so that remedial work may be implemented for any child whose name is recorded with any frequency, and the school gives consideration to the nature and type of incidents and what measures can be taken to eliminate any issues. A child's parents will also be telephoned at this point to discuss their behaviour. This information (anonymised) may be shared with governors as they monitor the behaviour in school.

USE OF SCHOOL REFLECTION SPACES

The break out space should be used if any child is displaying extreme and violent actions towards children, staff or property. This room may also be used as a 'deregulation' room for pupils whose sensory needs require it. There are no doors on these rooms and they are not to be seen as 'prisons' by pupils or staff. No warnings need to be given to escort pupils to these rooms if the child is acting a way that may physically harm themselves or another child. Staff have been trained in the removal of children, this is to safeguard everyone. Our policy on safe handling of children is attached as an appendix to this policy. In the reflection staff are to allow pupils space and time to calm themselves before any further discussion of the incident takes place. A staff member must be present with the child either in or outside the reflection room at all times. A clear exit strategy is ALWAYS given if pupils have been escorted to this space e.g. you can go back to class when you are on the green cushion and can talk to me about what has happened. Pupils should be encouraged to use the 'traffic light' cushion to communicate their feelings:

Red Cushion: Please don't talk to me I am not ready to leave this room or discuss anything right now.

Amber Cushion: I am feeling slightly better and may be able to start talking to you about what has happened. I may be able to fill in a think sheet with you at this stage.

Green Cushion: I am calm, I can discuss what has happened and accept any consequences for my actions. I will fill in my think sheet if appropriate and be ready to go back to learning.

Any use of this space should be recorded on 'CPOMS' and parents/careers **must** be informed.

Special and Exceptional Circumstances:

There may be times when it is felt that a child is not able to be in their usual lessons. This may be because they or other children are not safe or their behaviour is stopping other children from learning. In such cases we offer an individualised, creative, PLANNED package of support that may include the use of offsite support centres in order to prevent exclusion. We work closely with our local partner 'Golden Hill' school in such cases.

Below is an example of some of the procedures that we use at St Gregory's. These approaches are individualised and targeted to the individual need of the child:

- **Individual Behaviour Programme** – Once a child is not coping with our usual, relational approach then this will prompt discussion with the school’s SENDCO, if there has not already been discussion. The class teacher will work with the SENDCO to monitor types and patterns of poor behaviour and look for possible triggers. The staff and parents will work together to establish appropriate targets, strategies and support to try modify their behaviour as group or on an individual basis. This may also be supported by the intervention of the Family support worker, who will support with routines and boundaries at home if this is also an issue. However, it is expected that the Family Support Worker will have been involved before this stage. Referrals can also be made to external agencies at this stage with parental consent and understanding for the reasons. Parents will be fully informed by this stage and would be expected to work in partnership with school in supporting the child.
- **Internal exclusion** – In extreme circumstances, a pupil can receive an ‘internal exclusion’. This involves the child working intensively on activities which address the child’s behaviour issue and working supervised in silence away from the rest of their class for the day or period of the day.
- **Exclusion** – This is only a very last resort when all other avenues of supportive intervention have been tried repeatedly and failed and the safety of other children or staff is compromised. Exclusion may be for a fixed term or, in extreme cases, permanent. This is only ever a last resort at St Gregory’s.

Behaviour management is the responsibility of the class teacher. Senior staff will support decisions, but **repair and restoration** must be given by the class teacher or person for whom the child has misbehaved. This is important so that staff members retain authority and respect. In addition to **repair and restoration**, it is important that the child puts right the damage or upset they have caused e.g. making a full apology or clearing up mess/damage to property.

Senior staff may be consulted about particular concerns, or invited to support the administration of **repair and restoration** in extreme cases. In the first instance, a member of the Senior Leadership Team should be consulted, or the Deputy Headteacher. The Headteacher should be a last resort. It is not necessary for children to be brought to the Headteacher for minor offences.

This policy was adopted in January 2024 and will be reviewed annually.

Appendices:

- 1.KS1 Think Sheet
- 2.KS2 Think Sheet
- 3.Safe Handling Policy
- 4.Behavioural Flowchart

St. Gregory's Catholic Primary School - Think Sheet (Reception, Y1 & Y2)

Yellow = in lesson time; Blue = social / physical; Red = rude to adult / racist / let school down in public; White = Lying or 'other'. With every think sheet the child must miss a break-time and at the discretion of the head if the incident is serious may also have an internal exclusion (working away from rest of class). One red or more than two different coloured think sheets in one week and parents will be informed and child misses one day of breaktimes. If a child has been racist then the Think Sheet should be completed at home and brought in the next day.

This sheet should be completed with support from / scribing by an adult as necessary.

Mission Statement: In the joy of the Gospel, we work together to be kind, fair and honest and become the people Jesus calls us to be.

Code of Conduct: 1) *Be polite* and respectful 2) Be enthusiastic and proud of our work 3) Keep ourselves and others safe 4) Look after school property 5) Be kind, be fair and be honest

Name: **Class:**

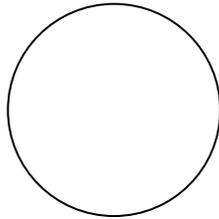
Day: **Date:** **Time of event happening:**

Where did it happen?

Think back to what happened, what did I do?

.....

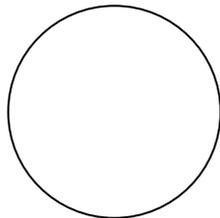
How do I feel now?



Who else did this affect?

.....

How do they feel?



What can I do to make things better now?

.....

What could I do next time?

.....

Signed: (pupil) **Signed:** (member of staff)

**ALL COMPLETED THINK SHEETS TO BE GIVEN TO MR DARBYSHIRE ON THE DAY OF EVENT
(To be read and then scanned into CPOMS)**

St. Gregory's Catholic Primary School - KS2 Think Sheet

Yellow = in lesson time disruption; Blue = social / physical; Red = rude to adult / let school down in public; White = verbal. With every think sheet the child must miss a break-time and at the discretion of the head if the incident is serious may also have an internal exclusion (working away from rest of class). One red or more than two different coloured think sheets in one week and parents will be informed and child misses one day of breaktimes.

School mission statement:

'In the Joy of the Gospel we will work together, be kind, be honest, be fair, act as Jesus would like us to'.

Code of Conduct: 1) Be polite and respectful 2) Be enthusiastic and proud of our work 3) Keep ourselves and others safe 4) Look after school property 5) Be kind, be fair and be honest

Name: **Class:**

Date: **Time of event happening:**

Where did it happen?

Think back to what happened, what did I do?

.....
.....

Which rule/s or Christian value did I break? (If you are unsure look at the school code of conduct above)

.....

Who else did this affect?

.....

How did this make the other people feel?

.....

Did I get what I wanted by doing what I did?

.....

What can I do to try and fix this now?

.....
.....

What could I do next time?

.....
.....

Signed: **(pupil)** **Signed:** **(member of staff)**

**ALL COMPLETED THINK SHEETS TO BE GIVEN TO MR DARBYSHIRE ON THE DAY OF EVENT
(To be read and then scanned into CPOMS)**

Appendix Three:

Student Behaviour Procedural Flowchart

