



The Federation of St Mary's Catholic Schools

"I can do all things through Christ who strengthens me"
Philippians 4:13

Respect

Compassion

Resilience

Relationships and Behaviour Policy

Approved by Governors:	September 2023
Next review due by:	September 2024

Introduction

At The Federation of St Mary's Catholic Schools, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules to a minimum, following just three rules of **Be Responsible, Be Respectful and Be Safe**. Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children have a vital role to play and should aim to build positive relationships with each other. We expect each individual to respect others, their families, culture and beliefs, as part of the high standards of behaviour that we have at The Federation of St Mary's Catholic Schools.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

Aims:

- To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and co-operatively.
- By creating a safe, sensitive and supportive ethos, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

Searching, screening and confiscation at school 2018

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools must publish their behaviour policy online

DfE guidance explaining that academies should publish their behaviour policy and antibullying strategy

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others.' Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff have had training in the key principles of Restorative Practice (December 2022) and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

Positive Behaviours

We hope that our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the door' approach or contact parents/carers by telephone.
- Reading records are used to send messages home or into school. Class dojo is also used to communicate with parents.
- The Parents' Consultation Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Celebration assemblies celebrate good learning (Star of the Week) and good behaviour (Bee Award – celebrating our rules and values).
- Certificates and stickers that children take home.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over-reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

As part of promoting positive behaviour and providing positive role models, pupils are encouraged to take on responsibilities within their class and across their school. These include, but are not limited to:

- Y6 prefects
- School Council
- Play Leaders
- PE Ambassadors
- Junior Technicians
- Classroom and school-wide monitor jobs
- Safeguarding Team
- Librarians
- Members of the Eco Council - Live Simply
- Worship Warriors

Building a positive community including rules and high expectations.

The Federation of St Mary's Catholic Schools is a secure, friendly and faith-centred community where we seek to realise the full potential of all through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values which are:

Compassion
Respect
Resilience

Our core values underpin our rules of '**Be Responsible, Be Respectful and Be Safe**'. These rules are displayed in every classroom and spaces around the school for both children and adults to adhere to. The Restorative Ladder is displayed clearly throughout the school to ensure consistency and coherence at a whole-school level.

Daily Prayer and liturgy is an integral part of building our community, deepening our relationship with God together and individually and uniting us through our core values. Weekly 'Picture News' sessions always include information on the UN Convention on the Rights of the Child. Circle time is used to teach and reinforce expectations of behaviours and to build connections and relationships within the class and collaboratively resolve any issues arising.

Children are encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced. *See Appendix 1 for an overview of the kinds of behaviour that would warrant different levels of consequences within the policy (to be attached).*

What are our expectations for pupil and adult conduct?

We are proud that we have created a well-organised, attractive and stimulating learning environment. Following '**Be Responsible, Be Respectful and Be Safe**' means we have expectations for the various areas within the school as well as for specific 'whole school' activities:

The school environment

All of us should be proud of our school. It is the responsibility of staff and children to maintain this by looking after the resources and displays. Our classrooms should be tidy and well organised as this has a positive impact on behaviour. We should walk quietly around the building at all times, especially when passing through areas where other people are working. We should take care not to damage school property and displays and we should show politeness and consideration for others by holding open doors and tucking in chairs etc.

Assemblies

With prefects (Juniors) or staff (Infants) leading their class from the front of the line, we enter and leave assembly silently, unless choosing to sing along to any music being played. We also sit silently during assembly but should be keen to participate in any interactive parts in a positive and respectful manner. Staff wishing to issue instructions to children in assembly, should usually do this using signs, where possible, rather than speech.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. During their meal, children are expected to display good table manners, remain seated and talk quietly to the people at their table. After the meal, children should clear their eating area and remain seated until it is time to leave the dining area quietly and walk to the playground or field. Adults should use the 'hand up' signal to gain attention if needed.

The playground

Children are expected to respect the authority of all adults equally – there is no distinction between the authority of one adult to another. All children should feel safe outside and must be made aware of the importance of informing an adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that '**Be Responsible, Be Respectful and Be Safe**' is being enacted and that any incidents are being properly dealt with within the restorative framework.

To ensure '**Be Responsible, Be Respectful and Be Safe**', children:

- can only run when on the playground or field and must play in the designated areas where they can be seen by an adult.
- do not pick each other up or play fight and only play football when timetabled which is supervised by an adult.
- only go inside when they have an adult's permission e.g. to go to the designated toilets or for First Aid.
- must stop and stand silently on the first whistle, which signifies the end of break time. The class teacher or member of staff then calls classes individually to walk to their class doors sensibly (no lining up).

Any serious behaviour incidents should be reported to the phase lead (in the first instance) for further investigation.

Possessions from Home

Children should not bring toys or possessions (e.g. footballs or collection cards) from home unless for an organised day or if specifically given permission by an adult in exceptional circumstances.

School uniform

Children are expected to wear correct school uniform at all times, as it gives the children a sense of pride and purpose and creates a cohesive community that encourages good behaviour. Guidance for school uniform is detailed in school handbooks, on the website and available in print from the school office. All members of staff are expected to enquire into incidences of children not wearing correct school uniform and challenge this where appropriate.

Uniform	
<p>White polo shirt (EYFS) White shirt and school tie (KS1 and KS2) Royal blue cardigan or sweatshirt with or without school logo Grey skirt / trousers /shorts Blue & white gingham or candy stripe dress (summer) White or grey socks or grey tights Sensible black shoes (no boots or trainers)</p>	
P.E Kit	
<p>White & royal blue top with school logo or plain white T shirt. Plain royal blue shorts. No logos. Plain navy blue tracksuit bottoms or navy blue leggings. No logos. Plain navy blue hoodie or jacket. No logos. Pumps or trainers</p>	
Hairstyles and Jewellery	
<p>All long hair must be tied back (from shoulder length). We do not allow any “extreme hairstyles” including tramlines, mohicans or partly shaved styles or hair that is dyed. If your child’s hairstyle is unacceptable for school, you will be invited into school to discuss it. Jewellery is not allowed to be worn in school (other than a watch). NO earrings are to be worn due to health and safety reasons. Smart watches are not allowed.</p>	

The Restorative Approach – Dealing with inappropriate behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What were you thinking at the time? What do you think about it now? What each person was thinking and feeling at the time, before and since.

Who has been affected by your actions? How? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What do you need to do about it? What those affected need to feel better, move on, repair harm and rebuild relationships.

How can we make sure this doesn't happen again? How can an adult help? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the Restorative ladder to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved. Staff will have these on their lanyards as an aide-memoir.

Active Listening	
<p>Summarise So there seem to be several things bothering you</p>	<p>Encourage Tell me some more about that... And earlier you...</p>
<p>Reflect So you... (Repeating back last few words)</p>	<p>Acknowledge That sounds important. That sounds like that was difficult for you. (Also use body language eg. nodding)</p>
<p>Check So did I hear you say... Am I right in thinking...</p>	<p>Empathise It's understandable that you are worried/upset about this This sounds tough...</p>
<p>Affirm Thank you for telling me that. I appreciate you talking about this with me.</p>	<p>Clarify Can you help me understand that more?</p>

Practicalities

At The Federation of St Mary's Catholic Schools, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are proactive in adapting our approach to ensure it is suitable for the pupil's age and level of understanding.

Each class has a clear display of rewards, behaviours and potential consequences (see Appendix 1: Restorative Ladder), so that it may be referred to as part of a restorative discussion. We aim to help the children look at the harm they have caused to others and see that their consequence is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

When working with pupils in the Early Years, our focus is on the initial stages of the Restorative Approach: helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require further adaptations which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

The Federation of St Mary's Catholic Schools Curriculum

The Personal Development of pupils is a high priority at The Federation of St Mary's Catholic Schools where across the curriculum and in our everyday interactions, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, we also choose to reward good behaviour, for both groups and individuals, as we believe that this will develop an ethos of kindness and cooperation where personal success is celebrated.

RSHE lessons, Circle Time, school assemblies, out-of school experiences and after school clubs also contribute to the pupils' understanding and competency in managing conflict. Discrete lessons and assemblies are used to on a regular basis to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

The Restorative Approach and use of consequences

When using consequences at The Federation of St Mary's Catholic Schools, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened. When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions.

Some children require time to calm down and this is an important part of developing a child's self-management skills. 'Calming time' can be offered to children before an incident is dealt with. Our Restorative Ladder shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy. This has been developed with staff, governors and in particular, the children.

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from loss of privileges to reporting to the Head of School or Executive Headteacher for a temporary internal/external exclusion (see Exclusion policy). External agencies may need to become involved for behaviour monitoring and support. Some children may require an Individual Crisis Management Plan to manage their behaviour. However, in all situations, pupils will be treated within the Restorative Framework so that when they are calm, their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused.

Positive Handling

To fulfil our duty of care to prevent harm, Positive Handling may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

At The Federation of St Mary's, we have a Positive Handling Plan using the Team Teach approach, that all staff have training in.

Behaviour and Safeguarding – see our Safeguarding and Child Protection policy

Behaviour and Safeguarding - Mobile phones and technology

Children are not permitted to have mobile phones in school. Any children who bring mobile phones to school must take them to the office first thing in the morning and collect them at 3.30pm. Mobile phones which are found in school will be taken to the office for collection at 3.30pm. Year 5 and 6 children are permitted to store their phones in the classroom in the teacher's cupboard.

Where there are concerns or allegations of youth generated sexual imagery, (often referred to as 'sexting') these must always be reported to the DSL, who will have regard to the 2017 updated guidance: UK Council for Child Internet Safety Guidance 'Sexting In Schools and Colleges Responding to Incidents and Safeguarding Young People':

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NC_A_Sexting_In_Schools_FINAL_Update_Jan17.pdf The DSL, having had regard to this guidance, will make referrals to police and children's social care where appropriate (see Safeguarding Policy).

CPOMS: When should behaviour incidents be logged?

SLT review CPOMS regularly and create actions based on issues and trends, in order to ensure support at the right times and in the right places. The child's class teacher or TA record restorative conversations on the pre-printed sheets and file them in the class file. Incidents/issues are also logged on CPOMS. Conversations are monitored regularly to identify both children and trends.

At lunchtime, the member of staff involved with any incidents should report them to the class teacher and the duty SLT member, if necessary. The duty SLT member or class teacher will log this on CPOMS.

Consequences are in line with the restorative framework.

Rewards

The children at The Federation of St Mary's work hard and behave well and we want to reward them for their efforts. Rewarding children regularly boosts their self-esteem and confidence and this in turn will help them learn. There are many ways we can reward our children such as with a smile, a well-done comment or a sticker.

We also reward children with dojo points, using an interactive reward system 'Class Dojo'. Children can receive dojo points on a daily basis for **being safe, being respectful and being responsible**. They can also lose dojo points for being unsafe, disrespectful or irresponsible. Teachers also decide on dojo awards based on class need. Dojo points accumulate over the weeks and children can exchange these in the school dojo shop. For example, 250 dojo points = an activity with a member of staff. School council and prefects are involved with the setting up and maintaining of the dojos.

Infant Behaviour Ladder



Behaviour	Consequence
<p>What has happened?</p>  <p>Not doing your work.</p>	<p>How could we put it right?</p>  <p>Say sorry</p>
 <p>Stopping others learning.</p>	<p>What might happen?</p>  <p>Time to calm down</p>
 <p>Not following class or group instructions.</p>	 <p>My own space to work</p>
 <p>Poor choice or action</p>	 <p>Time to catch up</p>

Behaviour	Consequence
<p>What has happened?</p>  <p>Still stopping others learning.</p>	<p>How could we put it right?</p>  <p>Say sorry</p>
 <p>Words or actions that hurt others.</p>	<p>What might happen?</p>  <p>Time to calm down</p>
 <p>Touching someone else when they don't want you to.</p>	 <p>Time to catch up</p>
 <p>Not being respectful.</p>	 <p>My own space to work</p>
	 <p>Lose dojos</p>
	 <p>Miss some of playtime</p>
	 <p>Parents and carers told</p>

Behaviour	Consequence
<p>What has happened?</p>  <p>Stopping others learning all the time.</p>	<p>How could we put it right?</p>  <p>Say sorry</p>
 <p>Swearing or shouting</p>	<p>What might happen?</p>  <p>Time to calm down</p>
 <p>Hurting someone (but you didn't mean to).</p>	 <p>Time to catch up</p>
 <p>Not following an adult's instructions.</p>	 <p>My own space to work</p>
 <p>Damaging school property..</p>	 <p>Lose dojos</p>
	 <p>Miss all of playtime</p>
	 <p>Parents and carers told</p>

Behaviour

What has happened?



Very serious behaviour



Deliberately hurting someone



Being dangerous.



Bullying



Racist

Consequence

How **could** we put it right?



Say sorry

What **might** happen?



Miss **all** of lunch break



An 'orange' consequence



Behaviour card



Suspension or exclusion



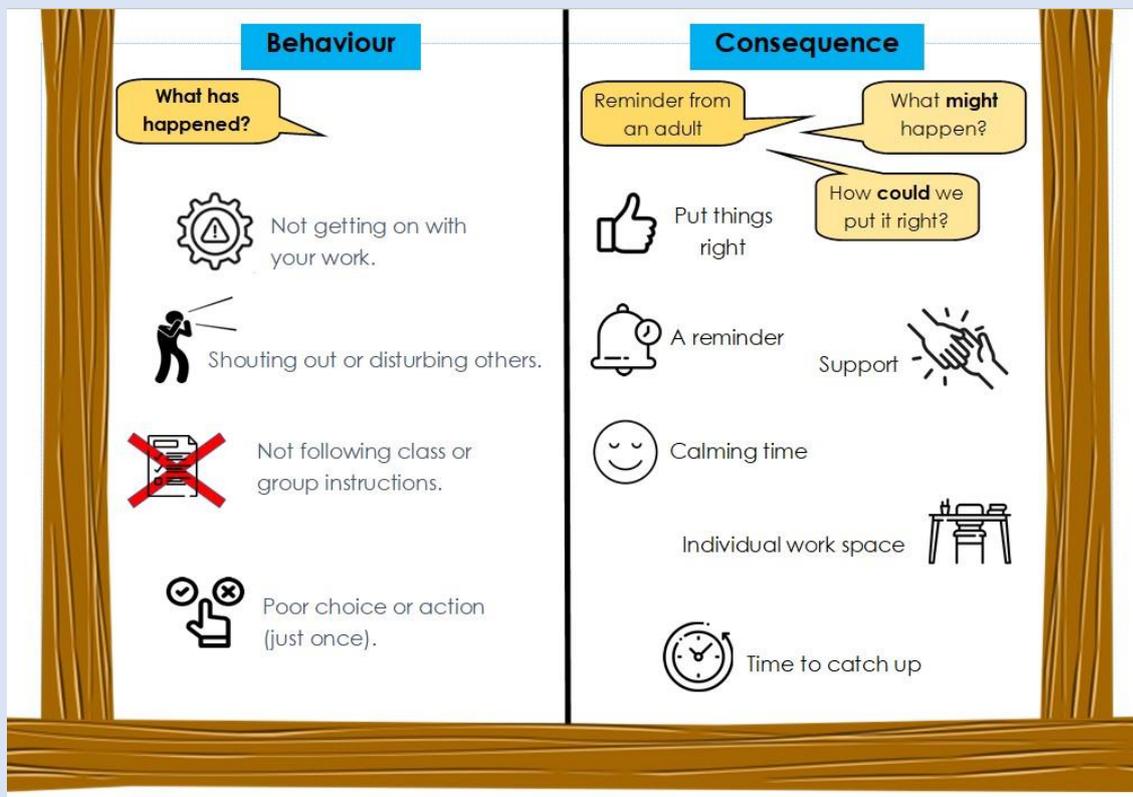
Parents and carers told

At St Mary's, we always try our best to:

Be Respectful

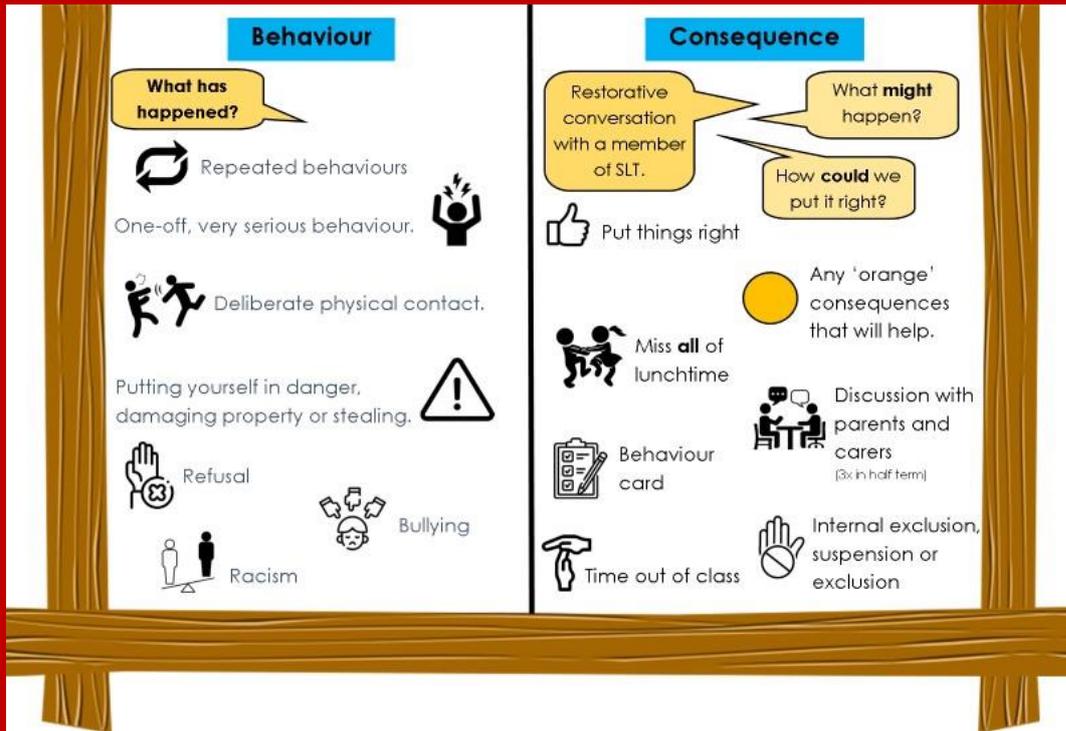
Be Safe

Be Responsible



Behaviour	Consequence
<p>What has happened?</p> <p> Continuing to shout out or disturb others.</p> <p> Inappropriate words or actions.</p> <p> Low level physical contact.</p> <p> Lack of respect for our school.</p> <p> Incorrect school uniform.</p>	<p>Conversation with an adult</p> <p>What might happen?</p> <p> Put things right</p> <p> Calming time</p> <p> Individual work space</p> <p> Time to catch up</p> <p> Miss some of playtime</p> <p> Support</p> <p> Lose dojos</p> <p> Parents and carers told</p>

Behaviour	Consequence
<p>What has happened?</p> <p> Constantly disturbing others learning.</p> <p> Swearing, intentionally hurting with words or answering back.</p> <p> Physical contact and someone is hurt (but you didn't mean to hurt them).</p> <p> Not following an adult's instruction.</p>	<p>Restorative conversation with an adult</p> <p>What might happen?</p> <p> Put things right</p> <p> Calming time</p> <p> Individual work space</p> <p> Time to catch up</p> <p> No football for at least a day</p> <p> Miss all of playtime</p> <p> Support</p> <p> Lose dojos</p> <p> Parents and carers told</p>



St Mary's Graduated Response to Behaviour

<p>Universal</p>	<p>Whole school 'Restorative Practice approach' to behaviour Use of consistent praise Development of positive, trusting relationships Consistent high expectations from all adults in school</p>
<p>Early Support (3 behaviour logs in a half term)</p>	<p>Conversation with Phase Leader and pupil Phone call to parents by Phase Leader Individual Behaviour Chart implemented Observations by Phase Leader member if required</p>
<p>Enhanced Support (escalation of behaviour logs)</p>	<p>Meeting held with HOS/PSM and parent every 4-6 weeks Individual Behaviour Plan implemented Nurture support at lunch if required Any additional needs discussed with SENCo/discussed at school SEND Planning Meeting Observations by SLT Referral to Behaviour Improvement Team if required.</p>
<p>Risk of Exclusion (further escalation of behaviour logs or significant incident)</p>	<p>Meeting held (with a matter of urgency) with parents and any external agencies involved. Referral to Behaviour Improvement Team if not already known. Pastoral Support Plan implemented</p>