

St Augustine of Canterbury Roman Catholic Primary School

Our Behaviour and Relationship Policy

Autumn 2024

At St Augustine's RC Primary School, we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust they have with members of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing. Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children, whilst taking into account individual needs.

Children need to understand that the staff member is in control at all times, which will enable pupils to feel safe. Equally staff must be approachable and be there to help and discipline, not punish, and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

Our School Values:

Compassionate;
Hardworking;
Respectful;
Inviting;
Successful;
Teamwork

With Christ at the center, the children have created school values to help us follow in Jesus' footsteps.

This policy is developed to provide guidance for staff, parents and governors to promote safe, kind and respectful behaviour in school. The procedures and guidance in this document ensure a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with a member of SLT.

Our Purpose:

- Provide calm safe and supportive environments where children enjoy coming to school and where they can learn and thrive
- Prepare children for life in 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 supports us to treat one another with compassion;
- Ensure relational practice is evident through all interactions
- Responding to pupils consistently and fairly
- Minimise and disruption to learning
- Ensuring children feel safe throughout all times and places in school
- Providing 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 in deescalating 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 with strong communication
- Provide a safe school environment in which all pupils can learn (Keeping Children Safe in Education)

Expectation of all staff:

- 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 school
- Collaborate with the SENCO/Pupil and Family Support Team In order to create personalised plans that enable children to thrive
- Keep a record of all incidents and ensure that the Headteacher/Senior Leaders 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, in an attempt to reduce risk
- Understand and implement restorative practice

Roles and responsibilities

Governors and Romero Catholic Academy Trust

Monitor behaviour and support staff to promote high expectations. Understand and support school with challenges; hold leaders to account.

Head teacher and senior leadership team

Take responsibility for implementing measures to secure acceptable standards of behaviour which meet the minimum expectation. Visibly and consistently supports 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. Reporting to governors, monitoring, reviewing and reporting incidents.

Pupil and family support team

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 and interventions to address needs of pupils with specific difficulties; liaise with parents and external agencies to support. Interventions include Lego therapy, Relax kids, Drawing and Talking therapy, Emotional Literacy Support (ELSA). Further support from the Mental Health Support Team (MHST) through our link workers (Education Mental Health Practitioner - EMHP) may be considered. Reasonable adjustments and guidance from the schools SENDCo; including Educational Health Care Plan's (EHCP) support.

Teaching staff

Promote expectations and plan for the needs of all pupils; including classroom organisation, Attachment and Trauma Sensitive (ATSSA) principles, relational practice; liaise with parents to support, communicate clear expectations to other staff, pupils and families to remain open and transparent.

Support staff

Support all pupils and other staff; Attachment and Trauma Sensitive (ATSSA) principles, supporting relational practise, collaborative working to overcome any difficulties, being emotionally attuned to support pupils recognising where there may be a difficulty. Ensuring that behaviour is in line with other members of staff, as we believe that is everyone's responsibility to manage and promote positive behaviour.

Parents and Carers

We recognise the crucial role that parents have to play in promoting good behaviour in school. We therefore seek to encourage positive relationships with parents and expect them to support the implementation of the Relationships and Behaviour Policy including the promotion of our School Values. The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school, ensuring that their children thrive.

Pupils

Pupil voice will provide input to the behaviour policy. Classroom expectations are set by the children and class teachers. Children to set an example to their peers especially the older children setting the example and expectation of behaviour to the younger children. Mental Health Champions in Year 5 and 6 to support the resolution of minor challenges in a restorative manner.

School systems, policies and procedures

We believe that high standards of behaviour and positive relationships create an environment in which effective learning will take place. A high priority is given therefore, to developing positive 'behaviour for learning' within the school.

Classroom and whole expectations are shared with pupils and reminded. Routines of the day are displayed in the classroom so that pupils are aware of what is planned. Support through visual timetables, work alone spaces, 'womb' spaces and strategies that support managing low level behaviour is used.

Class rules and expectations

The introduction of restorative practice conversations supports our School Values including respect and responsibility. We equip children to take responsibility for their actions. We want them to realise they will be accountable for their actions. We explain to the children that everyone has rights:

- A right to learn
- A right to feel safe
- A right to respect

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How to best support behaviour

As an inclusive school, we acknowledge that children may display challenging behaviour. Staff intervention should be consistently flexible and based upon pupils' level of development, 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 reoccurrence of those behaviours overtime.

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arises, over low level issues i.e. friendship breakups, disputes over games, running in school and not responding to reasonable adult requests.

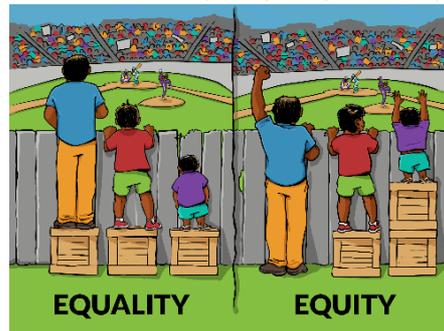
<p>Low level behaviours occur due to an unmet need. A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.</p>		<p>Defensive behaviours occur due to a breakdown in communication A child may be trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support. Defensive behaviours can tip into crisis very quickly</p>		<p>Crisis behaviours occur when a child has 'flipped their lid' and their main priority here is survival. If the child perceives a threat, they are likely to respond with fight, flight or freeze.</p>	
1. Anxiety		2. Defensive		3. Crisis	
Behaviour (Not an exhaustive list)					
<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>
Strategies					
<ul style="list-style-type: none"> Acknowledge all low level behaviours Read the body language of the child Consider your 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 crises should be followed up with a restorative conversation with class staff/SLT/pastoral Support for classroom staff to recover Logical consequence 	
Aim					
<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. 	

Consequences are given which are either learning or logical consequences- putting right what has gone wrong. This includes: Clean up, repair damage, restore relationships, complete work (to their own standard, in their own time if necessary and without a set period being 'owed'), and restorative conversations. Logical consequences will only work when the child is ready, and strategies are given to the child to down regulate etc. Restorative work is not completed where the incident took place. Loss of break time or lunch time is part of a logical consequence and there needs consideration around these consequences which are linked to safety and these incidents are to be supported via restorative practices on the playground.

Further support where required

We always acknowledge that all behaviour is a form of communication and we ask ourselves 'what is the child trying to communicate?' We realise that sometimes this can be different for every child and will look different in each individual case.

Being 'fair' isn't about everyone getting the same but about everyone getting what they need.



As much as all classrooms embody the nurturing ethos, some children may need extra support. They may access emotional support which may be on an ad-hoc basis in that there has been an unforeseen circumstance (such as a bereavement, traffic accident, family breakdown) that has affected a child's wellbeing. Other children who need more specialised support will be identified and assessed in order to support gaps in their development. They will have a short-term set timetable of time to spend in the 'Nest'. A child may be identified by a class teacher as needing extra emotional support and a referral form will be completed for that child. This may result in a child receiving extra support from ELSA sessions, play therapy, lego therapy, drawing and talking or Relax kids.

Staff induction, development and support

Induction arrangements will enable new staff to understand the Relationships and Behaviour policy in order for continuity for the children.

Behaviour reviews will be conducted regularly between Pupil and Family Support Leads, class teachers and support staff. These are reviewed with parents or when a significant change in behaviour has occurred. Training and development will be offered regularly.

At St Augustine's, we hold weekly wellbeing meetings with all staff to share behaviour incidents. This provides an enquiry approach to supporting behaviour for preventative measures to be put in place rather than reactive measures. Structured debriefs are held after a significant incident has happened through such things as a Social Discipline window, Gingerbread man and Problem Solving Circle.

Child on child abuse

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children or young people both on and offline. As with all behaviours, child-on-child abuse will not be tolerated. It is essential that all staff understand and have been trained to be alert and understand the importance of challenging inappropriate behaviours between children and young people.

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys”; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it.

All incidents are taken very seriously and are investigated by the senior leadership team and will be assessed on a case by case basis. Incidents are reported under categories of Bullying, LGBTQ, SEND, Online, Physical, Racial, Sexual violence and Harassment, including distinguished behaviour incidents such as verbal, physical, online, sexualised behaviour.

Staff understand the importance of enabling strong relationships with children so they feel they can talk about damaging abusive behaviours from other pupils. Children are taught through PSHE and RSE about respect and healthy relationships – including consent, what respectful behaviour looks like, body confidence and self-esteem.

Stopping harm and ensuring immediate safety in an education setting is first priority.

Record Keeping

Record keeping is important to ensure any patterns of negative behaviour can be analysed effectively. Record keeping is the responsibility of all staff. Records of behaviour may be required as evidence to support future decision making such as requests for additional support, advice or at appeals and tribunals. School maintains records in a number of forms including behaviour logs on CPOMS. Staff monitoring and actions are shared in order to support any behaviour incidents that have occurred.

Banned items

Staff have the power to search pupils without consent for ‘prohibited items’ and confiscate these if necessary. These items include (but are not limited to) :

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers/ E-cigs
- pornographic images
- items with the intention of selling or trading with other children.
- any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property any item banned by the school rules which has been identified in the rules as an item which may be searched for including mobile phones
- If parents need children to have a mobile phone for use during the journey home, they should sign a permission letter. The phones must be stored away and turned off for the duration of the school day.

Suspensions and Permanent Exclusions

Only the 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 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. 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 where 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 school.

St Augustine'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 Academy 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 failed 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. This will then be logged on CPOMs.