



St Catherine's Catholic Primary School

Live, Love and Learn Together
Growing with God in Knowledge and Faith

Behaviour and Relationship Policy

February 2025

Introduction

“Schools that believe children should get what they deserve, respond to poor behaviour differently to schools that believe children should get what they need”

Paul Dix, ‘When the adults change, everything changes’ (2017)

At St Catherine’s School, we believe that the most important aspect in children feeling valued, safe and secure is the sense of connection and trust with a member (or more than one member) of staff. Children should be safe in 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 (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not there to punish) and children must understand and believe this.

At St Catherine’s we believe that staff wellbeing is equal to pupil wellbeing. We understand the importance of developing a school community in which anyone in the school, leadership included, can ask for help.

“Just as teachers are unable to take care of the children unless they first take care of themselves, leaders are unable to take care of their staff unless they first look after themselves.”

Stephen Waters, ‘Cultures of Staff Wellbeing and Mental Health in Schools’ (2021)

Raising the profile of mental health awareness with staff, pupils and parents is of high importance. St Catherine’s has a Mental Health Lead and a clear plan of action moving forward.

This policy is developed to ensure guidance for staff (and information for parents and governors) in order to promote safe, kind and respectful behaviour within an environment that enables pupils to live, love and learn together. The procedures and guidance in this document provide 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.

We work alongside parents to encourage our children to develop as fully as possible. We want our children to:

- grow socially
- grow personally
- grow spiritually
- grow academically

Through their experiences at our school, pupils and adults learn about God's love and gain a real understanding of our school values both within the context of our caring, Catholic-based environment and within the wider world. This policy is under-pinned by our Gospel Virtues:

Temperance

Prudence

Fortitude

Justice

Policy Aims

- To provide a safe, happy, friendly and respectful environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To enable staff to support children with their feelings and behaviour through providing pupils with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To foster, nurture and value strong and healthy relationships.
- To provide a clear, fair and consistent approach to behaviour.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- To ensure our values are underpinned by British Values and children have a secure understanding of these.
- To promote a growth mindset approach and an environment in which making mistakes is not feared, rather seen as an opportunity for further learning and development.

Positive and Safe Behaviour

We have in place a variety of systems to promote positive and safe behaviour:

- Recognise and highlight positive behaviour
- Ensure that all children are praised for behaving well
- Praise children for having a growth mindset
- Explain and demonstrate the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Let parents know about their children's good behaviour

- Reward individual children and groups of children for behaving well.

We believe that positive and safe behaviour should be recognised through rewards such as:

- Positive comments and smiles
- House points, stickers and stamps
- Whole class rewards
- Taking good work to show others
- Celebrating success (both academic and social or behavioural) in assemblies
- Certificates (Star of the Week for each class every Friday)
- Positive messages to parents

Supportive systems to understand and change unsafe behaviour

At St Catherine's we believe that 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?'

We understand that occasionally children will behave inappropriately. When children display unsafe behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. We use Restorative Approaches:

Restorative Approach

Our relationship policy is intended to promote good relationships, so that people can work together with the common purpose of helping everyone learn. Restorative approaches are based on four key features:

- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY - taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Process of Restorative Approach

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Explain expectations:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.

- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

Questions will be first asked to the person who has been harmed and then to the harmer.

EYFS and Key Stage 1

- What's happened?
- Who has been harmed and in what way?
- What needs to happen now in order to put things right and ensure this never happens again?

Key Stage 2

- What do you think happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking now?
- Who has been affected?
- What needs to happen now to fix this?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables. Feedback to parents will be given when a child has been harmed. The parent of the harmer may also be informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Daily behaviour management:

House points are used to reward positive behaviour during the day in all classes.

Classes may also have individual reward systems, such as a marble jar or Dojos.

Head Teacher Certificates are given out for great work or displaying our Values.

If a child is consistently producing work that is incomplete or not to their best ability, then an educational consequence will be put in place and that child will be asked to complete their learning at playtime.

If a child is displaying behaviour which is consistently disruptive, then the child will be asked to spend five minutes with the class teacher, discussing this behaviour and the reasons for it, before going out to play.

Children who are dysregulated are taken by a member of staff to do an activity (suited to the child and the situation) to help them regulate themselves.

Severe Behaviour Clause

This exists to be used in cases of serious verbal or physical aggression or complete refusal to obey staff. Parents will be contacted and EXCLUSION from school may follow for a fixed period. Pupils who are found to have made malicious allegations against school staff will be dealt with according to the school Complaints and Grievances policies and procedures.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Putting themselves or others at risk.
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Only members of staff who have been trained in physical restraint will do this.

How we liaise with other agencies and professionals

St Catherine's approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and full governing body every year. At each review, the policy will be approved by the Head Teacher. The written statement of behaviour principles will be reviewed and approved by the full governing body every two years

This policy should be read in conjunction with Plymouth CAST's Positive Pupil Welfare Policy V3 April 2022 and the SEND Policy V3 July 2023