

St Bernadette Catholic Primary School



Behaviour and Relationships Policy

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|--|---|
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| Name/Title of responsible committee/individual: | Co-Head teachers |

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|--------------------------|------------------------------|
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| V1.0 | July 2018 | |
| V1.1 | Jan 2020 | DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges' DfE (2018) 'Mental health and behaviour in schools' Voyeurism (Offences) Act 2019 |
| V1.2 | September 2020 | Coronavirus Ammendment |
| V1.3 | September 2021 | Changes to reflect recent STEPS training |
| V1.4 | September 2022 | Changes to reflect the DfE updates |

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Vision and values

At St Bernadette school we teach and model positive behaviour through our core values and 5'Bs

Our therapeutic approach to behaviour support has been inspired by the Step On training we received from Hertfordshire Steps in the academic year 2020-2021. This policy outlines the purpose, nature and support we provide for behaviour at St Bernadette Catholic Primary School in line with Hertfordshire Steps. Every school relies on its members of staff behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's overall well-being and their learning. The passage in I Corinthians teaches us that there should be no division in the body and that we should all have concern for each other. "If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it". We all work together, secure in the knowledge of God's love, to make sure we experience life in all its fullness. This is at the centre of all that we do at St. Bernadette Catholic Primary School as we believe that developing core strong relationships will enable our children to thrive. As a community, we have identified 5 key relationships which we hope to develop and enhance in our children as they journey through school with us:

1. Relationships with themselves
2. Relationships with family
3. Relationships with friends
4. Relationships with teachers
5. Relationship with God

"You can't teach children to behave better by making them feel worse. When children feel better they behave better." - Pam Leo

Taking a non-judgemental, curious and empathic attitude towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying anti-social behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. All behaviour is communication or a form of information. Children aren't deliberately choosing to annoy, irritate or disrupt. Their feelings are driving everything they are doing. They are unable to rationalise that without being taught and supported to do so. It is our role to recognise that they're trying to tell us something and we need to help them regulate. Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The

Steps approach forms part of the authority’s behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire’s Local Offer. At St. Bernadette, Jodie Reilly (Co -Head Teacher) has been trained to deliver the Hertfordshire ‘Step On’ training and have trained the staff in the academic year 2021/2022. There is yearly refresher training planned and all new staff are provided with this policy as part of induction training.

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|-----------------------------|
| Prosocial Behaviours |
|-----------------------------|

We believe that when core relationships are strong, our children will flourish. In order to try and develop these relationships, we have identified 5 key values for all stakeholders to work towards:

| | | | | |
|---------|----------------|--------------|--------------|---------------|
| 1 | 2 | 3 | 4 | 5 |
| Be Kind | Be Independent | Be Motivated | Be Reseilent | Be Respectful |

When children display the school rules or our values they are noticed for doing so and staff respond in the following ways:

Thank you for... showing kindness to Tom and helping when he needed a friend.

I noticed... Sally showing respect by looking this way with her lips closed when I asked children to stop and listen.

Fantastic effort for... showing resilience with that tricky part of your learning when it would have been easier to give up.

I’m proud of you...for being motivated and working so hard on that piece of work.

I liked the way...you were respectful by putting up your hand when you were ready to speak.

Language:

The language used is vital to get right. At St Bernadette, we only use these terms:

- Difficult/dangerous/unsocial or anti-social behaviour***
- A child is in crisis, dysregulated or distressed***
- A child is attention needing not attention seeking***
- A child has additional needs***

At St Bernadette, we know long term behavioural change comes from developing internal discipline. Using a therapeutic approach, we teach positive behaviour in the following way.

Developing trusting relationships with staff, children and parents/carers ***'Kids don't learn from people they don't like'*** Rita Pierson (2013)

'I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.' Often attributed to Maya Angelou.

We have clear expectations that at the beginning of each school year the main focus is building positive relationships with all children as these relationships are essential to support positive behaviour. This is started through a transition program that gives children the opportunity to visit their new class and teacher before the summer holiday enabling children and staff to begin to get to know each other. For our new nursery and reception children this will involve transition visits prior to their start date. The promotion of positive relationships continues every day at St Bernadette. Children at St. Bernadette should feel safe, valued, respected and liked by all adults. Adults show kindness, make connections, listen to children and greet them when they see them.

Praise and positive reinforcement – 'catching children getting it right'

- Positive praise - flooding the positive behaviour in every classroom, 'catching the children getting it right,' for following our rules and showing our values. Praise may be given publicly and privately.
- Positive facial expressions
- Thumbs up
- Displays recognising the effort children have put into learning
- Personalised strategies to prevent predictable behaviour
- Phone call home/at the classroom door
- See another member of staff/class
- Personalised compliments
- Gold Cards (Y1 - Y6)
- Moving up to the shooting star (EYFS)
- If an adult at school needs to talk to a child about behaviours that are not prosocial this will be done privately to avoid humiliation or giving too much 'air time' to anti-social behaviours.

Consistency and consistent use of scripts.

- By consistency we mean creating a culture and environment where children know that whichever adult they are talking to the same expectations for behaviour are present and the way their behaviour is managed is the same.
- We achieve consistency by ensuring all staff are Steps trained every two years and in the interim a refresher is given.
- Staff may have reminders of this policy through email, briefings or staff meetings.
- New staff are given this policy as part of their induction and this policy is reviewed by staff and governors annually.
- We know that by having some agreed scripts that are positively phrased and used by all staff across school, children are more likely to feel secure that the expectations for their behaviour are the same.

Preventing Escalation

To prevent escalation an adult must show consistent, calm behaviour while using the following strategies:

Limited choice:

***[Name of child]...put the pencil in the pot or on the table
[Name of child]...sit on the chair or on the floor
[Name of child]...work at that table or that table***

Disempowering the behaviour:

***You can listen from there
Come and find me when you come back
Come back into the room when you are ready***

The de-escalation script - (orange)

***[Name of child]... I can see you might be / are feeling annoyed/angry/upset.
I am here to help.
Talk and I will listen.
Come with me and ...***

Emotional Recovery:

Different children need varying lengths of “cool down” times. Cool down can be offered in a variety of locations within the school and will be personalised depending on need.

Supporting all learners

If a child is displaying a difficult behaviour, e.g. Behaviour which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity.'

In this situation, use the following strategies:

a) Check in - Are you okay?

Ask them if they are ok. If they are not, then you can find out what is wrong (if they are able to tell you) and deal with the problem.

Reminder – this is a quiet and clear redirecting the child to the agreed boundaries then leave take up time.

b) Warning 1 - Reminder of the school values

Script:

I notice you are not using the value

You could show this value by...

Thank you for listening.

These are used to bring children back on task as quickly as possible.

c) Warning 2 - Reminder of the school values

Script:

I notice you are not using the value

You could show this value by...

Thank you for listening.

These are used to bring children back on task as quickly as possible.

d) Warning 3 - Chat 1:1

2 minute intervention

1:1 conversation

'I was wondering what was upsetting you'

'I noticed you were struggling to keep our school values'
'Respectful is one of our values, so you need to....'
'What do you need right now to help you with your learning?'
'How can I help now?'

e) Reflection Time

Reflection

Children will be given time to reflect, repair and restore with their classteacher or a known adult. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safe guard their emotional wellbeing and help them reflect and progress. The purpose of reflect, repair and restore is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc. This restoration may take place at a playtime. This will be recorded on CPOMS.

These questions can be used to guide the discussion.

- What happened?
- How were you thinking / feeling and how did it make others think and feel
- Who has been affected and how?
- What can we do to put things right? These then need to be done.
- What have we learnt and how can we respond differently next time

f) - Persistent difficult or unsocial behaviours

When a child is displaying persistent difficult/unsociable behaviours and the previous strategies have been unsuccessful, a child will be sent to a member of the SLT for further restoration work. Each child will be given time to **reflect, repair, restore**, using the same script as above. The member of SLT will work with the member of staff to consider further strategies that could be used to support.

Planning and Early Intervention

We use a range of tools at St Bernadette to support children regularly displaying anti-social behaviours.

These can be used as soon as there is a concern to guide next steps.

- **Conscious and subconscious behaviours** - this analysis helps to consider which elements of a behaviour are chosen and effective and which are a result of an inability to cope with experiences or feelings.
- **Anxiety mapping** - staff should aim to complete a number of anxiety maps on key areas for the child (activity, staff, peers and time.) These can then be analysed to identify

where we can predict the child may escalate through anxiety and help explore prevention through differentiation.

- **Roots and fruits** - roots and fruits identify root causes to behaviour and identifies solutions that school can provide to support through creating more pro-social feelings via experiences.
- These tools are to be used as early as possible to help identify the difficulties the child is having in order to put strategies in place to reduce the risk of repeated incidents.
- Key stage leaders provide time in meetings to support staff and the SENCO offers regular solution clusters to allow professional discussion to offer support and early intervention.
- Nurturing therapeutic support may be needed such as protective behaviours, draw and talk and counselling. Children can be referred for these.

Unsocial Behaviours

Unsocial behaviour is when a child is not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others.

Examples:

- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- Refusing to get changed for PE
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment

Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so should provide differentiation or support.

Possible strategies that could be used:

- Differentiated learning space/work station
- Fiddle toy
- Wobble cushion
- Whiteboard to write
- Timers
- Task planner
- Learning broken down
- Scaffolds
- Additional resources
- Book of brilliance
- Individualised timetable
- Now and next board
- Limited choice
- Brain breaks
- Positive experience
- Class job
- Task differentiation
- Adult support/Peer support
- Learning intervention
- Small group/paired learning

Antisocial Behaviours

Antisocial behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person.

It is important not to group unsocial behaviour with antisocial behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is important that our response to unsocial behaviour does not drive the behaviour to become antisocial.

| Antisocial Behaviours | Dangerous Antisocial Behaviours |
|--|---------------------------------|
| Aggressive shouting/calling out disruptively | Leaving the school building |
| Continued interruptions | Leaving the premises |
| Swearing | Spitting (directly at another) |
| Answering back, mimicking | Scratching |
| Name calling | Pinching |
| Lying | Hair pulling |
| Refusal to carry out an adult's request | Hitting and kicking |
| Distracting and/or disrupting others' learning by shouting, banging, making noises | Physical or verbal bullying |
| Throwing small equipment | Fighting |
| Leaving the classroom without permission | Biting |
| Damage to property/pushing over furniture | Punching |
| Stealing | Throwing furniture |

These behaviours will be a sign of a child needing support and a child may be in a heightened, anxious state – possibly due to factors outside of school – please be aware and empathetic of this and that their behaviour is communicating a need.

Consequences – if possible must be carried out by the adult who was working with the child at the time. If this is not possible, this will be carried out by a member of SLT.

If a child is not managing to display pro-social behaviours, we need to teach the behaviour we want to see.

- It could be a **'quick catch up'**
- It could be **reflect, repair and restore**
- It could be a **natural consequence** (clearing up a mess, mending something)
- You may need to **teach something, practise something**

Consequences can be educational and protective. We use the word obviously to work out the consequence for a child e.g. a child has seriously disrupted the learning in class then the protective consequence is obviously the child needs to have time away from the class to reflect on the harm the child is having on all the children, themselves and the teacher in the class. If a child has hurt another child in the playground, then obviously the child needs a protective consequence of time away from the playground with an educational consequence about the impact of their actions what can happen to a child if they are hurt.

Examples of protective and educational consequences

| Antisocial Behaviours | Educational Consequence/Protective Consequence |
|---|--|
| Aggressive shouting/calling out disruptively Continued interruptions | Social story Comic strip conversation Conversation and exploration Rehearsing and practising Differentiated learning space |
| Swearing Answering back, mimicking | Conversation and exploration Comic strip conversation Additional strategies provided |
| Name calling | Conversation and exploration Comic strip conversations Teaching about empathy |
| Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment | Conversation and explorations Comic strip conversation Additional strategies provided School rules project – what is kindness and respect |
| Damage to property/pushing over furniture | Assist in repairs Potential payment for damage/replacement |
| Stealing | Research the real world implications |
| Physical or verbal bullying Physical aggression | Impact to those effected through a comic strip conversation Restorative conversations – reflect, repair, restore Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Differentiated teaching space |

Unforeseeable Behaviours

If a pupil's behaviour continues to be difficult or dangerous, they are not learning from consequences and they are not following our school rules then there is a further need for a consistent response as the child is not managing to work within our behaviour policy and needs their own agreed plan. This plan will be supported by members of the senior leadership team.

The tools in the appendix will guide towards the need for a risk reduction plan. This is the agreed job description for working with a child outside the whole school policy. All staff need to take responsibility for knowing the plan and the scripts which need to be used consistently across the school. External advice and support may also be accessed e.g. educational psychologist, DSPL7 hub, Links and Step 2.

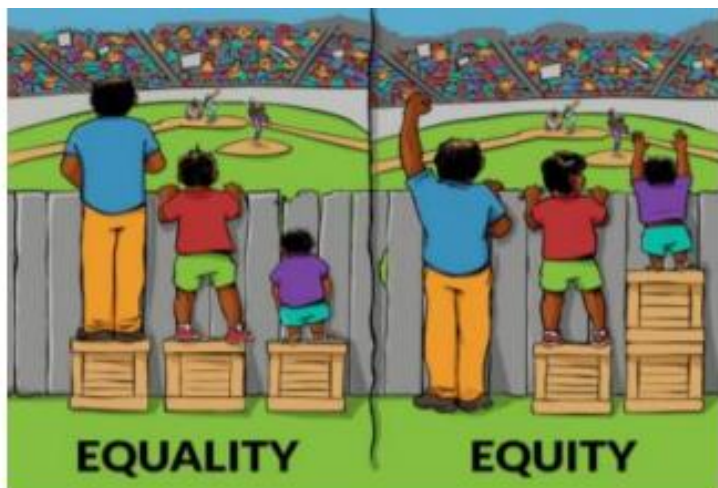
Different strategies may be used at St. Bernadette to support children:

Children leave their class for a short time

At St. Bernadette, if a child is in crisis we will be supporting that child to manage and recover. If the child is in class and unable to come out there may be occasions when the class may be taken somewhere else to learn for a short time while the child is supported to recover and move from the situation.

Children are given a positive experience

We are clear that some children come to our school needing extra help with reading, writing and maths. We also know that some children who come to school need extra support to learn the right way to behave. At any point a child may have a negative experience in their lives which affects their behaviour e.g. a bereavement. At St Bernadette, children will get the support they need to help them. We understand that negative experiences can lead to negative feelings which can lead to negative behaviour. When a child needs a positive and motivating experience we will make it part of their day or week, which leads to positive feelings which lead to positive behaviour which means a change in behaviour. This can be mistakenly seen as a 'reward.' It is not, it is part of the process that is needed for a child to behave more positively and begin to develop internal discipline.



Equality vs Equity

Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to achieve success. At St Bernadette, we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning achieve their full potential. At any point a child may have a negative experience in their lives which affects their behaviour. All staff at St. Bernadette will be ready to support each child and implement the approach described in this policy.

Reducing the need for restrictive interventions in schools policy

In a small number of cases, unforeseeable behaviour results in the emergency use of force (e.g. stopping a child from running into a road) and this policy would be relevant in those cases.

Communicating and recording within school

We record some incidents using an online tool called CPOMS. Any physical incident, verbal aggression, racial discrimination, bullying, homophobic, gender discrimination, sexual violence/harassment is recorded on CPOMS with a clear consequence for the behaviour.

Communication with parents and carers

We work closely with parents to enable them to engage with school to support their child, as we know that successful joint working between the home and school leads to much better outcomes for our children. Through protective and educational consequences, we aim to teach children to manage their own feelings and learn from their mistakes. It is our aim that they will develop strategies to enable them to self-regulate. Parents will be informed of concerns early on by the class teacher and incidents of unsocial or antisocial behaviours will be communicated to parents. We ask families to openly communicate behaviours or events from home so that we can offer support to their child in the most informed and effective way.

When progress is limited, we ensure parents continue to be informed and included through review meetings, led by the SENCO or another member of the senior leadership team, to monitor and track progress. These are an opportunity to share positives about a child, areas that need improvement and strategies in place to support. This may be just a meeting to track progress or include a risk reduction management plan or pastoral support plan. We expect parents to attend these. We also have a school family worker who works with families to support them in a range of ways. We support parents to engage with the school family worker if offered as this can have a positive impact. We encourage all our parent/carers to attend an information session on our therapeutic approach to behaviour support to develop their understanding

Exclusion

If a child continually and seriously violates the rules resulting in dangerous behaviour, showing no signs of change and all supportive measures have been tried without success, the head teacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time. Instead they carry out their educational consequences and learning activities away from their classroom with a familiar adult. In extreme situations, the head teacher may decide that fixed term or permanent exclusion is appropriate.

Reintegration meeting

Following any incident that leads to some form of exclusion, a reintegration meeting will be held to provide an opportunity for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach in order to help both the victim(s) and perpetrator(s) involved move forward positively.

Looked after children/children who have experienced adverse childhood experiences

For these children exclusion is always experienced as something negative, and can be a painful reminder of their earlier life experiences. Exclusion does not just place a boundary around certain behaviours to signal that they are not acceptable. It is ultimately perceived/experienced by the individual as punishment for their behaviour. We will make every effort to avoid excluding these children in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. With looked after children, we will discuss the rationale for exclusion with the assigned Education Adviser from the Virtual School. If there is no option other than exclusion, then we will make every attempt to reduce the number of days of the exclusion.

Learners with Special Educational Needs

We have high expectations of all learners to follow the school rules. However, this will be more difficult for some learners at certain times. Learners with an identified SEN/D particularly under the category of SEMH, may have personalised support and intervention set out in their Individualised Risk Management Plan and/or their Assess, Plan, Do, Review document. The needs of children are met through reasonable adjustments.

Sexual violence / harassment, discrimination, racial abuse, bullying

In the event of an incident which involves sexual violence or sexual harassment, discrimination, racial or gender abuse or bullying we will follow our policy to apply the right consequence for this serious behaviour. Please see the Antibullying policy for more details.

Appendix 1

Roots and Fruits

| | |
|------------------|--|
| Name | |
| Supporting Staff | |
| Date | |
| Review Date | |

Anti-social / difficult / dangerous
Behaviours

Pro- social
behaviours

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive
experiences

THINK SHEET

Name:

Class:

Date:

Write or draw what happened.



What can you do to fix it?



What could you do better next time?



Signed by Teacher:

Date: