



BEHAVIOUR AND RELATIONSHIPS POLICY

Date Policy Agreed: May 2025
Annual Review Date: May 2028

The Headteacher and designated safeguarding lead is: **Ms D Webb**
The Chair of Governors is: **Ms D Jameson**
The SENDCo is: **Ms B Ajala**

That all may have life - life in all its fullness

EQUAL OPPORTUNITIES

Our aim at St. Margaret Clitherow Catholic Primary School is to create a positive, stimulating and happy learning environment through which all children will achieve success and develop their full potential. We look to promote their spiritual, moral, cultural and physical development so that in time they will be ready for the opportunities, responsibilities and experiences of adult life. All children, regardless of race, creed, culture or sex will be treated equally in every aspect of school life.

THE LEARNING ENVIRONMENT

To promote positive behaviour in our school we need to provide an ordered environment with established routines in which:

- the children feel safe and secure;
- children learn to respect themselves, other people, property, beliefs and ways;
- children learn to display behaviour of a high standard when on school outings, realising that they are representing our school;
- good work is praised and encouraged;
- children develop positive self-images;
- expectations of work and behaviour are high;
- children are encouraged to be trusting and honest;
- children are encouraged to take pride in their work, their class, their school;
- children learn to be self-disciplined and to behave well in all situations in our school, with or without an adult;
- children are taught and encouraged to become independent and responsible citizens.

Children and adults are encouraged to develop into lifelong learners.

MISSION STATEMENT

The aim of our school is excellence in education in accordance with the teachings of the church so that all may have life – life in all its fullness.

We recognise that everyone is unique and has something to offer and we seek to develop each child's potential in a learning community where all are respected.

We want every child to achieve and experience success.

Working in partnership with children, their parents, our parish and the wider community, we promote Christ's teaching as found in the Gospel so that 'all may have life, life in all its fullness'.

We aim to ensure this is done by:

- praying together;
- living and working together as a loving, caring and forgiving community;
- valuing the experience and diversity of every person in our community;
- encouraging the children to achieve of their best – mentally, emotionally and spiritually;
- helping all in our community to experience the joy of learning and working together.

OUR SCHOOL GOLDEN RULES

At the beginning of the school year, the Golden Rules are thoroughly explained and revisited with all children. The Golden Rules are displayed in every classroom.

We are gentle. We do not hurt anybody.

We are kind. We do not hurt people's feelings.

We work hard. We do not waste time.

We look after property. We do not break things.

We listen. We do not interrupt.

We are honest. We do not hide the truth.

DISCIPLINE - CLASS AND GENERAL

- In line with our Catholic ethos, staff refer back to the Golden Rules when dealing with inappropriate choices e.g. "treat others how you would like to be treated."
- **All** members of staff are responsible for maintaining high standards of behaviour within the school.
- **All** members of staff should familiarise themselves with the behaviour policy and ensure that it is followed at all times.
- Pupils are expected to respond appropriately to all instructions concerning either their general conduct, or learning behaviours and all pupils should be made fully aware of what is expected of them.

LADDER SYSTEM OF BEHAVIOUR

All children start the day on blue and move up the ladder through the green choices they make. On the other hand, if a child makes a red choice, they will be given a verbal warning, followed by a visual warning of moving down the ladder should they continue to make red choices. Children who finish the day at the top of the ladder will have a certificate sent home with them and those ending the day on red will have a red letter sent home with them. The parent will also be contacted.

BEHAVIOUR FORM PROCEDURES

For serious behaviours, a behaviour form is completed with a child in order for them to reflect, understand, discuss and take responsibility for their actions. Staff talk about the golden rules and how to appropriately manage big emotions.

1. The front of the Behaviour Form is completed by the child.
2. The back of the Behaviour Form is completed, together with an adult, so that the child clearly recognises that the behaviour choice is unacceptable and an appropriate sanction and resolution is agreed.
3. SLT are alerted.
4. Parent/Carer informed of the incident and that a Behaviour Form was completed.
5. The Behaviour Form is placed in the class blue folder.
6. **Behaviour Forms must be completed for any of the following behaviours: racism, serious swearing, serious physical incidents, bullying and inappropriate sexualised behaviour/language. These incidents must also be reported to the Head Teacher immediately.**
7. **All Behaviour Forms are kept together in the blue class behaviour folders.**

SANCTIONS

Every adult must apply these sanctions consistently and sparingly. They must be meaningful and relevant to the child.

Sanctions that may be used:

- verbal reprimand;
- moving a child to a quiet area inside the classroom;
- keeping a child in for some or all of play time;
- if a child is on red – parents will be informed;
- a contact book between home and school;
- agreeing a behavior plan;
- restorative sanction – depending on incident child might clear something up or replace something;
- writing of apology letters or cards;
- ultimate sanction missing some or part of a treat;
- whole classes may miss a proportion of their play or break when necessary.

BULLYING

- Bullying in any form is unacceptable.
- All reports of bullying should be treated seriously and any alleged incident should be thoroughly investigated.
- The Headteacher should be informed of any incidents of bullying.
- In a definite case of bullying, the Parent(s)/Carer of any children involved will be contacted and informed of what action the school is to take.
- All members of staff should contribute fully to creating a school ethos, which would discourage or prevent incidents of bullying ever occurring.
- All members of staff encourage and promote the ethos and positive attitudes that are the essence of our Mission Statement. Please also refer to the Anti-Bullying policy.
- Children are consistently made aware of the standards of behaviour that are expected of them, by all members of staff
- Children are made fully aware of the behavioural expectations (Golden Rules, red/green choices, sanctions and rewards) and how this applies to their behaviour in school.

GENERAL

- Classes are supervised, whether inside or out. Children are not allowed into the school building either before or after school, or during break times unless accompanied by a member of staff.
- When children leave their classroom, they must be sent with a partner. The children must always go in twos and must never walk around the premises alone, unless going to the toilet.
- Children are not asked to stand outside of a classroom door or wall as a sanction
- Children may be required to finish work during lunch break, but never for the whole time and never without supervision. (10 minutes max) This is done in the classroom while supervised.
- Children are not kept behind after school finishes at 3.00
- It is not permitted to deprive a child from a lesson as a sanction.
- The ultimate sanctions are not being allowed to experience a treat or being excluded from a school journey or school trip.

- Stickers, toys, comics, gum, electronic games, mobile phones, smart watches etc. must not be brought into school. If a child brings any such item into school, it should be confiscated until the end of the day. It should be returned to the child/child's Parent/Carer. **Year 6s may bring in mobile phones but they are kept in a box in a school office during the school day.**
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- Red Behaviour incidents are recorded via CPOMs and the appropriate staff and SLT are informed. If the incidents are also classified as being a Safeguarding issue, then the incident will be recorded as appropriate.

POSITIVE REWARD SYSTEM

- Part of the positive behaviour management of the school is the reward system.
- Certificates are given out at the weekly reward assembly. Two pupils of the week are chosen per class. One for academic excellence and one for being a positive role model. A weekly certificate is also given for reader of the week.
- Certificates are given out daily when children have reached the top of the ladder.
- Special work will be shown to the Head Teacher.
- Teachers will keep a list of the children who receive a certificate so that every child receives one by the end of the year.

Persistent Poor Behaviour

Where there are on-going concerns about a child's behaviour, parents / carers will be informed. It is important that home and school work together to identify the cause of the behaviour and ways to address it. This can include:

- parent / carer meeting with the class teacher and / or member of SLT;
- referral for assessment of underlying need which might be affecting behaviour, for example: hearing, eyesight, speech and language, mental health or wellbeing;
- referral to the school SENDco;
- referral to the Local Authority's Inclusion Team and drawing up of a behaviour plan with objectives agreed by parents / carers, school and child;
- team around the child (TAC), to include any professionals working with the child.

THE USE OF 'REASONABLE FORCE'

There are circumstances when it is appropriate for staff to use reasonable force to safeguard students. The term reasonable covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. The decision on whether or not to use reasonable force or restraint a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the school recognise the additional vulnerabilities of these groups. The school will plan proactive behaviour support by drawing up individual behaviour plans for more vulnerable pupils and agree them with parent/carer.

Our Use of Reasonable Force procedures are in line with DfE Guidance on the 'Use of Reasonable Force (2013)'.

SUSPENSION AND PERMANENT EXCLUSION

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Suspension and permanent exclusion can be used in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Very rarely, it may be necessary to suspend or permanently exclude a child as a result of their behaviour. This can be:

Internal Suspension

This is where a child is removed from their classroom and the playground for a fixed period of time. The child will be supervised by a member of staff.

Additional notes: An internal suspension is not recorded as an official suspension and there is no right to appeal.

Suspension from School

This is where a child cannot enter the school site and can be for a fixed number of days (up to 45) or for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

Additional notes: Parents/Carers can appeal to the Governing Body to overturn a suspension from school if the child has been suspended for more than five days or if the child will miss a national curriculum test.

For a suspension of more than five school days, the school will arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row.

A child who has been suspended will be brought into school by their parent/carer to attend a reintegration meeting with the Headteacher on the day they are due to return. The child will then be supported to be reintegrated back into school in a way appropriate to the child's needs.

Permanent Exclusion

This is where a child can no longer attend the school. The Headteacher has sole responsibility for decisions regarding exclusion from school. Parents are always notified of the reason for the permanent exclusion and have the right to appeal against exclusion to the Governing Body.

For more information, please see the DfE document: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, September 2022.

MONITORING AND REVIEW

The Governing Body will review this policy in conjunction with the Head Teacher. Senior Leaders will work with the whole school community in monitoring the policy's effectiveness and will incorporate updates in national guidance. This policy will be reviewed in three years, or sooner if members of the school community identify aspects that need amending, or there are changes in national guidance.