



St Mary's Good Behaviour and Relationships Policy

Written October 2022

Review September 2025

Related Policies

Anti-Bullying Policy

E-Safety Policy

SEND Policy

Exclusion Policy

Equalities Policy

Attendance Policy

Use of Reasonable Force Policy

Plymouth CAST Positive Pupil Welfare Policy

AIMS

It is the aim of St Mary's School that every member of the school community feels valued and respected so that they develop a sense of self-worth and love, and therefore our behaviour and relationships policy is firmly based on the gospel values. The school community aims to promote an environment where everyone feels happy, safe and secure. Provide a safe and secure working environment in which respect is shared by staff and pupils.

We aim to:

- Ensure expectations are high for all.
- Help children develop a strong awareness of their own safety and that of others and respect each other's personal space.
- Build upon and strengthen the children's experience and understanding of faith, praying together each day.
- Develop children's awareness of the world around them and respect for property and school grounds.
- Openly address issues of emotional health and well-being by helping children to understand what they are feeling and to manage their emotions.
- Reinforce the need for respect, politeness and kindness to all members of the school community.
- Have open communications with parents and carers so that all behaviours are shared.
- Reward good behaviour in a variety of ways to ensure that individuals and groups are recognised for their efforts.
- Encourage children to take responsibility for their actions and therefore emphasise the importance of making good choices.
- Ensure fair treatment for all.
- Our Religious Education programme underpins our Behaviour Policy.

For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand that we should walk in them.

Ephesians 2:10

ROLES

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour and positive relationships.

The Role of Staff

Staff will promote **positive** and **consistent** behaviour standards within the school and will implement the school's Behaviour and Relationship Policy fairly.

- Meet and greet children at the start of the day
- Be at the door of their classroom at the beginning and end of each lesson
- Model positive behaviours and build relationships
- Reward children who are living up to our high expectations
- **Never walk past or ignore children who are failing to meet expectations**
- Always redirect children by referring to our school rules

The Role of SLT

- Meet and greet children at the start of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, Team Points and certificates
- Support teachers in managing children with more complex or challenging behaviours
- Review provision for children who fall beyond the range of written policies.

The Role of the Children

Children have the right to an education which offers them the best opportunity to attain their potential. Teachers are here to create the circumstance for this to happen. Support staff, governors and parents assist in this process. It is the right of each individual to do these things without being hindered by others.

- Encourage children to manage their own behaviour and understand that there are right and wrong choices
- Encourage children to be effective and successful learners
- Children to take the opportunity to act as good role models
- To work and play cooperatively
- Compete fairly, and win and lose with dignity and respect for competitors
- Understand and value differences, respect the rights of others to have beliefs and values different from their own
- Manage strong feelings such as frustration, anger and anxiety

The Role of Parents

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. Parents and carers, and children are invited to sign our Home School Agreement, which includes a statement about expectations of behaviour.

- Be supportive of the school's staff and policies
- Send children with the appropriate equipment
- Make sure their children arrive at school on time every morning
- Encourage their child to develop attitudes of self-respect, self-discipline and honesty
- Encourage children to complete homework regularly
- Encourage children to take pride in their learning
- Model respect relationships to their children in their interactions with the school

A consistent approach

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want adults to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Be calm and caring
- Human face of Christ

Our Values

At St Mary's, we expect everybody to show love and respect to everyone and to treat each other as they wish to be treated themselves. We feel we should not live by whole school rules but by a set of overarching core School and Gospel values that govern our actions. These values are based on the qualities that we consider our pupils need in order to develop into good learners, citizens and members of living faith communities.

St Mary's Values			
Living, loving and learning with God			
Safe	Trust	Achievement	Resilience
Forgiveness			
Respectful Responsible Caring Value each other		Aim high Have a go Curious Self-belief	

Gospel Values

Humility - Seeing life as a gift

We envisage humility in our school to be seen through acts of:

- Love of learning
- Resilience to face and overcome obstacles
- Being willing to recognise and acknowledge our faults and mistakes

Compassion - Empathy

We envisage compassion in our school to be seen through acts of:

- Encouraging / Supporting others to surpass their own expectations
 - Inclusivity
- Understanding and being sensitive to the needs of others (Putting yourself in the shoes of others)

Kindness - Gentleness

We envisage kindness in our school to be seen through acts of:

- Using kind words
- Deeds / Actions

Justice - Working for a fairer world

We envisage justice in our school to be seen through acts of:

- Holistic acts for the benefit of all
- Fair play in the playground

Forgiveness - Reconciliation

We envisage forgiveness in our school to be seen through acts of:

- Overcoming a grudge and giving people another chance
- Seeing things from other people's point of view

Integrity - Do what you say

We envisage integrity in our school to be seen through acts of:

- Being open and honest
- Doing the right thing even when no-one is watching

Peace - Committed to peace making, non-violence

We envisage peace in our school to be seen through acts of:

- Caring for others
- Being united with each other

Courage - Standing up for the truth

We envisage courage in our school to be seen through acts of:

- Admitting a mistake
- Taking on a challenge without fear

CLASS / SCHOOL BEHAVIOUR MANAGEMENT

It is widely recognised that if children have a clear and consistent approach to behaviour they are more likely to also behave in a more consistent manner.

We operate a very clear approach to how we can gather a class back together / larger groups together quickly. The following process is to be used by all staff.

Adult to clap and children to respond with clapping back and eyes on the adult.

Coming into school

How the day starts sets the tone for the rest of the day. At St Mary's, we firmly believe that all children should receive a warm welcome as they enter school. Members of staff will be on the entrance doors each morning to say hello / good morning to the children.

Movement in and around School

Fantastic Walking - All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. **Children are expected to behave appropriately whether with an adult or not.**

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime. A minimum of two staff members are required to supervise playtimes. Supply teachers should cover the duty of absent teachers but should never be without support. ***When on duty, staff should circulate and take the opportunity to socialise with children from other classes***, whilst maintaining an overview of the play area and spotting potential problems before they escalate. ***Staff should avoid standing chatting to each other*** and consider their own positioning to maximise levels of visual supervision.

REWARDS

	Steps	Actions
1	Daily positive praise	A quiet word, a smile, wink, thumbs up or nod Award of a team point A quick word with a parent or carer at the end of the school day
2	Weekly	A Star of the Week will be shared in Friday's assembly Other weekly certificates agreed which will rotate throughout the school year. As well as achievements earned out of school.
	Other Times	Head Teacher Awards

Responses to Wrong Choices

	Steps	Actions
1	Reminder	A reminder of the school values or expected behaviour Repeat reminders if reasonable adjustments are necessary. (Appendix 1)
2	Asking	A clear verbal caution delivered privately wherever possible making the child aware of their behaviour and clearly outlining the consequences if they continue.

3	Telling	<p>Speak to the child privately and give them the final opportunity to engage.</p> <p>Offer a positive choice to do so and refer to previous examples of good behaviour (APPENDIX 2). This will usually involve staying behind for two minutes at playtime.</p>
4	Time out CPOMS	<p>Time out might be a short time out outside the room or in an agreed 'safe place'.</p> <p>It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves.</p> <p>Before returning to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.</p> <p>Parents are informed.</p>
5	Repeated CPOMS	<p>If a child repeats the behaviour on return to class, the child will be sent to a safe space.</p> <p>Following this, before returning to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on their next step and be reminded of previous good conduct.</p> <p>If the behaviour continues to be disruptive, a member of the SLT will be informed. This may happen immediately or at the end of the lesson. Time with the senior leader will involve restorative conversations and a relevant consequence.</p> <p>The Restorative Meeting will explore the reasons for the wrong choices, the impact on other people and how to make better choices in the future.</p>
6	Pastoral support programme	<p>A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. This stage may involve seeking the advice of other professionals</p>

7	Suspension & Exclusion	<p>Parents are informed firstly by telephone and then confirmed by letter.</p> <p><u>Fixed Short Term Exclusion (up to 5 days per term)</u></p> <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return. <p><u>Fixed Long Term Exclusion (up to 45 days per year)</u></p> <ul style="list-style-type: none"> • Followed by a reintegration meeting on the child's return. <p><u>Permanent Exclusion</u></p> <ul style="list-style-type: none"> • Child is removed from the school roll
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Managing incidents of unacceptable or inappropriate behaviour from playtimes

If the wrong choice, which is a step 3 (after, being reminded, asked then having to be told or an incident that involves multiple children) takes place during lunch time, the class teacher will be informed and have a stage 3 conversation with the child/children and recorded on CPOMs.

Disruptive behaviour and behaviour which infringes the rights of others' and does not represent our Gospel values, will not be ignored, but will be dealt with using a kind, but firm stance using Restorative Approaches. Staff will invest time and listen with individual pupils, remaining calm, whilst attuning to their feelings and validating the emotions they are experiencing. They will then support the pupil in feeling safe and being able to self-regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and ensure all are able to throw the incident away.

Restorative conversations - see appendix 2

If pupils have had to have a restorative conversation this will be logged on CPOMS.

Whole classes and groups of pupils should not suffer the consequences of other pupils' wrong choices. Behaviour management strategies used by staff will therefore support the individuals responsible.

Responses to Repeated Incidents

If, despite being given a warning and having a restorative conversation, children still make a wrong choice in their behaviour, they will be given a brain or movement break. This could include working in a quieter area of the school, going to a 'safe space' within the classroom or going to an agreed safe space in school. Where they go, will be a professional judgement call of the teacher who has a knowledge of the child. This action being taken, means it will be logged on CPOMS that they spent time in another area of the school.

Response to Repeated Disruptive Behaviour or Serious Misbehaviour

If, despite time in another class or elsewhere, the behaviour does not improve, or the child continues to make wrong choices when they re-enter their classroom, the child will be sent to a member of the Senior Leadership Team. This will either be immediately, or at break time, whichever the class teacher deems most appropriate. The decision of the next-step, will be at the discretion of the Senior Leader.

Time with the Senior Leadership Team will involve a restorative conversation or making amends with another individual impacted. Sometimes therefore, this will require the involvement of others that were affected.

Wherever possible, wrong choices will be addressed on the same day however, we will make reasonable adjustments for those children with identified needs. If repeated incidents occur after the intervention of a Senior Leader, or an incident is perceived as being very serious, the issue will be referred to the Executive Headteacher.

Serious Incidents

Staff must recognise that young people can abuse other young people. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyber-bullying, prejudice based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; abuse in intimate personal relationships between children; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes and semi nudes images and or videos; up-skirting and initiating/hazard type violence and rituals (Keeping Children Safe in Education, 2021) There is no place in our school community for these behaviours. More serious incidents are therefore reported to a member of the Senior Leadership Team (all of whom are Designated Safeguarding Leads) who deals with the incident, with advice and guidance from other Local Authority advisers and partners where necessary, and logs the details on CPOMS. These are always reported to the Headteacher. The school's approach is clearly articulated in the Child Protection Policy under 'child -on-Child' abuse. The duty to keep all children safe and to have the best interests of the child / children involved at the heart of any decision making will be central to any actions taken. The school may choose to apply the most appropriate sanction, up to and including permanent exclusion. A more specific explanation of this can be found in Appendix 3 (Levels of Behaviour Management) Please see our Anti-Bullying for further information.

Specific Behaviour Needs

Reasonable adjustments should be made for those pupils with specific needs or certain conditions.

It may be appropriate for some pupils to have their own Relational Support Plan.

They are specifically tailored to meet the needs of the individual pupil and are reviewed regularly. The purpose of these plans is to increase the pupil's self-control skills and enable their social integration into school.

The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any Individual Plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings.

Power To Use Reasonable Force

Teachers (and other staff) have the right to physically separate pupils fighting or that if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed. Reasonable force will only be used to control or restrain a child to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Any physical contact is reasonable in line with our legal duty and our policy on safer handling of children. In all cases, the use of the voice is deemed a first defence before handling the pupil or pupils. Recording of any physical restraint should be in line with Plymouth CAST Pupil Welfare Policy.

Home / Parent Links

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations through the sharing of this 'Relationships' Policy, the school website and our school values which are displayed around the school environment. Any behaviour incidents that need to be communicated with parents must be done face to face at the beginning or end of the school day or by telephone.

If a parent/carer wished to discuss a behaviour incident, in the first instance this will be with the class teacher.

Incidents Outside of School Premises/School Hours

The school may take action against any child who is reported for unacceptable, abusive, discriminatory or bullying behaviour off the school site if:

- a) The child is participating in a school-related activity (such as a school trip).
- b) Travelling to or from school.
- c) Wearing school uniform.
- d) The misbehaviour could pose a threat to another pupil's physical or mental health and well-being or adversely affect the school's reputation. This may also include the inappropriate use of social media sites (see Acceptable Use Policy and Anti-bullying Policy).
- e) Could have repercussions for the orderly running of the school
- f) Could adversely affect the reputation of the school

Any action taken will be proportionate to the behaviour and will be in line with our Relationship Policy.

Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. Our school recognises that children are

vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on child abuse will not be tolerated or passed off as part of "jokes" or "growing up" and we understand that non-recognition/downplaying its scale will lead to a culture in school of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that child on child abuse can manifest itself in many ways such as:

- Bullying
- Radicalisation
- Technology used for bullying and other abusive behaviour
- Sexting or inappropriate digital imagery
- Child sexual exploitation
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines).

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the anti- bullying policy, child protection policy and online safety policy.

Pupils with Send

Pupils with identified behavioural needs will have their own needs met with targets to work towards and specific strategies to use. Their needs are taken into consideration when applying this policy as they will be on an individual plans.

Complaints Procedure

Should a parent or carer have a concern about the way in which they believe their child has been treated, they should in the first instance discuss this with the class teacher. If the concern continues, then the SLT should be informed so a meeting can be set with the class teacher, or teacher who dealt with the incident, and the parents. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Executive Headteacher. If the Executive Headteacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the Academy Trust. The policy can be found on our school website.

REVIEW

This document will be reviewed in 2025 then annually by the school governors and all teaching and support staff.

Appendix 1

Where staff intervention is required, this is best done by avoiding immediate use of the Behaviour Consequences System. The Behaviour Consequences System can quickly escalate the problem because if the teacher rapidly 'raises the stakes', many pupils will respond accordingly. It is far better to employ a range of verbal and non-verbal cues such as:

- Tactical ignoring to be picked up later;
- Non-verbal signals (e.g. 'the look');
- Move closer;
- Say names;
- Use humour;
- Tell them what you want them to do (i.e. clear and simple statement of behaviour);
- Catch student behaving appropriately and praise;
- Praise appropriate behaviour of nearby student;
- Distract onto task/away from inappropriate behaviour;
- Re-explain and organise task for the student;
- Ask the student to undertake a specific task for you;
- Modify or change activity;
- Informally move or change group setting; Additional strategies to be used as required:
- Name – pause – direction;
- Give start up time (expectation of compliance);
- Keep the focus on the primary or original behaviour/issue (i.e. don't be deflected onto secondary behaviour/issue);
- Broken record technique (Different words but repeating same message);
- Use the language of choice, remind of consequences ('if you choose to....then...');
- Use 'I messages' ('I – your feeling – their behaviour – what they need to do instead').

To do this, staff use assertive communication skills such as:

- Non-verbal cues;
- Eye contact;
- Closing the space;
- Using gesture;
- Maintaining a quiet/ calm tone of voice;
- Verbal scripts;
- Learning and using names;
- Circulating the room;
- No hands up questioning; And assertive language such as:
- 'I need you to . . .'
- 'I understand that you want to . . .'
- 'Concentrate on your work, thank you'
- 'You are coming into the room quietly and getting your starter activity without me having to help you. Well done.'

- 'Well done to Bilal, Mark and Simra for getting on with work quietly.'

Appendix 2

Stage 3 - Last chance –

A short period in class during break time to have a shared conversation about the wrong choice made, why it is a wrong choice, what should have happened and what needs to happen to make it right.

Stage 4 - The time-out

A time out may be initiated by an adult or by a child.

Children should only be positioned outside a classroom if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

Once a child has calmed down, the child is asked to speak to the teacher away from others

- Boundaries are reset
- Child is asked to reflect on their next step. Again they are reminded of their previous good conduct / attitude/ learning.
- Child is given a final opportunity to re-engage with the learning / follow instructions

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Stage 5 – The restorative meeting

The meeting can be formal or informal and will be held once events have settled and the child is calm.

1. What happened? (Staff will always speak to more than one individual.)

Five further questions are enough. Choose from the suggestions below to try. As you address each question together remember that in between your truth and their truth is THE truth.

2. What was the first wrong choice?
3. How did you respond?
4. What should you have done?
5. How did this make others feel?
6. What can you do next to make this better?
7. Is there anything that would help you with this so it does not happen again?
8. Do you feel it has been resolved and you can throw this away?

Stage 7 – Suspension

Suspension is an extreme step and will only be taken in cases where:

Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The child will be identified to see if there are Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.

- The risk to staff and other children is too high
- The impact on staff, children and learning is too high
- Permanent exclusion will be a last resort and the school will endeavour to work with the family to avoid this step wherever possible