

Respectful Relationships Behaviour Policy



Agreed by the Governing Body on	Spring 2024
Review Date	Spring 2026
Revised Draft	Spring 2024
Person Responsible	Headteacher

Rationale

Our mission at St Bede's Catholic Primary School is to ensure all children can 'Shine Brightly with Christ as their guide' with a view of ensuring they reach their individual potential. In order to do this, we promote respectful relationships amongst our whole school community and believe positive behaviour is vital in creating a safe and secure learning environment, taking account of new DfE guidance for Behaviour in Schools, issued in September 2022.

By rewarding, promoting and displaying positive and respectful behaviour, pupils and staff can work towards this aim at all times. Through challenging and intervening when a pupil behaves inappropriately, we aim to assist children to choose the correct behaviour in the future and restore relationships effectively. In order to do this, our school adopts restorative approaches when resolving conflict. We have high expectations of everyone within school and treat all pupils and adults with equal respect.

The implementation of this policy gives everyone clear guidance for how behaviour is managed at St Bede's Catholic Primary to ensure that effective teaching and learning takes place at all times. The policy was devised in conjunction with staff, children, parents and governors.

Values

Our school values are:

- **Respect** – we value, support and empathise with each other
- **Responsibility** – we are responsible for our own actions
- **Reparation** – we try to put things right and display the Christian value of forgiveness.
- **Reintegration** – we can always make a fresh start

Aims and Expectations

We aim to give pupils:

- An understanding of 'right' and 'wrong'.
- The opportunity to be listened to and to negotiate with others in a respectful, restorative way.
- A safe and calm environment in which all can learn.
- Rewards to celebrate and promote positive behaviour in school and on school trips.
- Greater self-esteem and confidence through encouragement and positive feedback.
- An understanding of personal, social and community responsibilities.

We expect pupils to:

- Be polite and respectful to everyone in our school community.
- Take responsibility for and accept consequences of their actions.
- Express their feelings in a positive way and be mindful of the views of others.
- Make it as easy as possible for everyone to learn and for the teachers to teach.
- Represent the school well during educational visits.

We aim to give staff:

- A calm, safe and ordered learning environment in which to teach.
- Peer support in staff meetings to enhance relationships and wellbeing.
- Full use of the restorative approaches model in order to resolve conflicts efficiently and respectfully.
- Access to relevant training and support from the Senior Leadership Team.
- Regular opportunities to discuss pupil behaviour and seek support from wider agencies whenever necessary, with support from the Special Educational Needs and Disability Coordinator.

We expect staff to:

- Promote and uphold the Respectful Relationships/Behaviour Policy.
- Use restorative approaches and the 'Good to be Green' system consistently and fairly.
- Ensure the Respectful Relationships/Behaviour Policy does not discriminate against any pupil.
- Receive appropriate training in order to implement the Respectful Relationships/Behaviour Policy.

We aim to give parents:

- Clear guidelines in supporting this policy through leaflets, newsletters, texts, and the school website.
- Pro-active, positive involvement in resolving conflict and challenges that their children are facing.
- Support from school staff when necessary.
- Regular updates about their child through parents' evenings, conversations, termly reports, annual reports, texts and celebration assemblies.

We expect parents to:

- Adhere to the guidelines of behaviour expected from parents/carers as set out in the BWCET Parental Code of Conduct
- Promote and uphold the Respectful Relationships/Behaviour Policy
- Be polite and courteous to staff members at all times
- Work with school to support their child's positive behaviour
- Respect the authority and professionalism of staff
- Alert staff to any circumstances which may result in their child displaying a change in behaviour

We aim to give governors:

- Active participation in the development and review of policy in school
- Access to relevant training and updates on behaviour in school
- The opportunity to be part of the celebration of positive behaviour

We expect governors to:

- Promote and uphold the Respectful Relationships/Behaviour Policy.
- Monitor behaviour in school and assist in any exclusions if necessary

Strategies and Implementation**Restorative Approaches**

A restorative model in school focuses on the impact on relationships and how they can be successfully restored and maintained. Restorative approaches are used in all areas of school e.g. in class, on the yard and in the lunch hall. They are usually a brief restorative discussion where children (and adults if necessary) can have their say, listen to the impact of their actions on others and come up with ways to move forward.

The emphasis is on reparation and reintegration and encourages children to express and listen to how their behaviour has affected others, working together to find solutions. It promotes effective conflict resolution skills, providing children with a forum to 'have their say and be heard.'

The following questions are asked to those who have been affected which focus on resolving the situation and all staff use these:

1. What happened?
2. What were you thinking?

3. What were you feeling?
4. Who has been affected?
5. What needs to happen/what do you need to do now to move forward?

We teach RSHE in our curriculum to help children to develop emotional literacy and developing methods of conflict resolution is part of this programme. The language of restorative approaches is modelled by all staff throughout school as part of everyday life.

'Good to Be Green' Behaviour Monitoring System

Our 'Good to be Green' behaviour monitoring system works in partnership with our restorative approaches model to celebrate and reward good behaviour whilst also discouraging inappropriate choices.

Each class has its own 'Good to be Green' chart, with every child having their own pocket with a green card in place at the start of each day. The aim of the system is for children to keep their green card each day. Children can also earn 'privilege cards' for demonstrating exceptional behaviour, respectful relationships or improvements and they receive a text home and a silver card placed in their chart. Classes will also have a whole class reward system where the whole class works together towards a set target to earn a reward that is shared by the whole class e.g. extra computer time, extra playtime etc.

Our School Council agreed a set of actions that indicate 'green', 'amber' and 'red' behaviour. These are displayed in school and on our website.

On occasion, when pupil behaviour disrupts learning, staff can issue the following in order:

1. Verbal warning
2. Verbal warning
3. Amber card
4. Red card

An amber or red card may also be given immediately in exceptional circumstances where the behaviour is deemed to be significantly disruptive enough to warrant this. The School Council also decided upon these behaviours. After an amber or red card has been issued, children have a 'fresh start' and are able to work their way back to green by acknowledging responsibility and repairing the harm they have caused to others.

The cards are displayed in the child's chart pocket. A text is also sent home at the end of the day informing parents if their child has received a red card and why, encouraging the parents to discuss this with their child.

If a child receives several red cards in a short space of time, a restorative meeting will be set up with all involved. We encourage children to offer their own suggestions regarding resolutions. Parents may be invited to school to discuss the issue. Children displaying consistently poor behaviours may be referred to the Local Authority Crisis Response Team for support and advice. Any referrals will be done with parental consent.

Implementation of 'Good to Be Green' and Other Rewards

All staff and volunteers have the right to be treated with respect and fairness. All adults working in school can issue privilege cards, stickers and also 'house points'. Children with the most 'house points' each week are rewarded in assembly with a shield for their respective 'house'. The house with the most points will earn additional playtime and/or bespoke rewards each term. Certificates are also awarded in assemblies to celebrate a variety of achievement. Staff may sometimes also use extra short term rewards as an incentive for something specific to their class.

Verbal warnings may also be issued by all staff. For amber or red cards, lunchtime supervisors, external agencies and volunteers should consult the pupil's teacher in the first instance. Lunch time supervisors can, however, ask a child to take some 'time out' from play to think whilst outside if they deem this necessary. Behaviour incidents are recorded on our Arbor system. The Headteacher and Deputy Headteacher will monitor behaviour records.

In some instances, individual children may require a personalised behaviour monitoring strategy to suit their needs. If this is the case, the class teacher will report this to SLT and it will be discussed with parents.

Behaviour on trips (educational visits, sporting events, etc)

Positive, respectful behaviour and conduct expected within school is also expected during any events/trips and will be dealt with in the same manner they would be in school. *Any incidents will be dealt with upon immediate return to school and may result in the pupil's exclusion from further events/trips.* If a trip leader decides a child needs to be returned to school during any outing, due to unacceptable behaviour, the Senior Leadership team will be consulted. Parents/Carers will be informed that this has taken place.

Procedures for Dealing with More Serious Incidents

- A verbal warning by the Headteacher or Deputy Headteacher as to future conduct
- Withdrawal from the classroom for a session or the rest of the day
- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring then suspension procedures are implemented in consultation with the Governing Body
- Permanent exclusion after consultation with the Governing Body and the Bishop Wilkinson Trust
- NB: A very serious problem may result in the normal procedure being abandoned and a child being taken home straight away. In addition to the above, all major breaches of discipline will be recorded on Arbor as well as CPOMs (on-line safeguarding system used by school)

Physical Intervention

All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in the DfE guidance "Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies." [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed for the minimum amount of time'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Staff at St Bede's Catholic Primary School never use force as a punishment for undesirable behaviour. They may however, intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself.

The decision to restrain is made by the lead adult at the time of the incident. *All members of staff have a legal power to use reasonable force if required, as set out in government guidance.* Reasonable adjustments will be made for children with disabilities and special educational needs. Key staff are trained in using physical

intervention. **De-escalation is the first strategy** and 'handling' children is a last resort. Where children have been moved and handled, a record of this will be logged on CPOMs and parents will be informed.

Power to Search Pupils

Ensuring all staff and pupils at St Bede's feel safe and secure is vital to establishing calm and supportive environments conducive to learning and all children can learn and thrive. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps us establish an environment where everyone is safe. We adhere to the DfE guidance for searching, screening and confiscation (July 22)

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that they identify as an item which may be searched for:

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- Vapes, tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Each case will be dealt with on an individual basis and relevant sanctions may be imposed – these may include suspension and/or permanent exclusion depending on the circumstances. We will also notify the police and children's services if we deem it necessary.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation eg: County Lines. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

When exercising these powers, we will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and will make reasonable adjustments that may be required where a pupil has a disability.

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. At St Bede's the Headteacher and/or Deputy Headteacher in the absence of the Headteacher, can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The Headteacher and/or Deputy Headteacher in the absence of the Headteacher, will use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil and will seek advice from BWCET Director of Safeguarding, SEND and Student Support wherever necessary.

Suspension and/or exclusion is the most extreme measure the school can take and is only involved where all restorative measures have failed or in extremely serious instances. If a child is at risk of permanent exclusion, the Local Authority and BWCET Safeguarding lead will be consulted.

Where we have serious concerns about a pupil's behaviour, we will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Bullying

Please see our 'Anti-Bullying Policy'.

We will use sanctions to address any bullying, including cyber-bullying, prejudice-based and discriminatory bullying, including LGBT+.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. We reserve the right to sanction non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school. Any sanction imposed will reflect circumstances of individual cases but may include suspension and/or exclusion if the behaviour is deemed serious enough.

Conduct outside the school premises, including online conduct, that we may sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil;
- that could adversely affect the reputation of the school.

Child-on-child sexual violence and sexual harassment

St Bede's school staff, following any report of child-on-child sexual violence or sexual harassment offline or online, will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE Sept 2023). Each incident will be considered on a case-by-case basis.

St Bede's will not condone and/or accept in any aspect of our culture sexual violence or sexual harassment and will not tolerate this behaviour from any pupil. A pupil whose behaviour falls below expectations will be sanctioned and may result in a fixed term suspension and/or permanent exclusion.

We will consult our Independent Safeguarding consultants (Clennell) and Children's Services for further advice and/or support where we deem this necessary.

Mobile phones

Pupils that bring mobile phones into school are expected to turn them off and hand them into the office at the start of the school day. They will be kept securely by office staff and collected by pupils on their way out of school. Any pupil bringing a mobile to school must have consent from their parent (permission slips will be issued to the oldest children each year to gain this consent).

Review

This policy will be reviewed every 2 years by the Head Teacher, Deputy Headteacher and Governors.

Key documents:

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Behaviour in schools guidance \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)