



ASPIRE

St. Bernadette's Catholic Primary School

Relationships and Behaviour and Policy - 20224/25

“Always treat others as you would like them to treat you.” Matthew 7: 1

St. Bernadette's Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of a Catholic community, we adhere to our core Christian values and to our whole school learning values: Aspiration; Self-belief, Perseverance, Independence, Respect and Enjoyment. We implement these core values through the principle of **“Be Ready; Be Respectful and Be Safe”** and through the Mission that is understood by all in our school community.

Mission Statement

God cares for us.

I always try my best in my work.

We care for everyone around us.

It is important that we learn to work together as a team.

We are all special and we try hard to be good friends with each other.

This policy sets out the framework for a clear and consistent approach to promoting positive relationships where we understand each other, enabling everyone to work together with the common purpose of helping pupils achieve their best.

Aims of our Behaviour and Relationships Policy:

- To provide a safe, comfortable and caring environment where optimum learning takes place.
- To ensure all learners are treated fairly, shown respect in order to promote good relationships.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.

- To help learners take control over their behaviour and be responsible for the consequences of it through the Restorative Approach.

Restorative Approaches

At St. Bernadette's we believe that good relationships should be at the heart of everything our school does, so that effective learning can take place. We therefore embrace the ethos of Restorative Approaches (RA). Stockport's definition of RA is:

A voluntary approach focussing on the harm done rather than the rule broken that involves all parties in an incident, giving them an equal voice, the opportunity to take responsibility for their actions make amends and make positive changes to future behaviour.

(RA follows five themes (see appendix1 and 2 for more details)

1. *Unique perspectives – what happened?*
2. *Thoughts and feelings – what were you thinking at the time? And so how were you feeling?*
3. *Harm and affect – who has been affected and how?*
4. *Needs – what do you need in order to move on and feel better?*
5. *What next (ownership of problem solving) – what needs to happen now to put things right?*

(Early Years and KS1 follow a simpler script)

We follow RA principles to help children to reflect on how their behaviour impacts themselves and those around them, equipping them to make the right choices in the future. Any adult in the school may use RA enquiry as soon after the incident as possible. If the situation is not resolved, a more formal RA conference may take place possibly involving a member of the SLT and recorded on CPOMS.

Such behaviours will include:

- Physical attacks on other children
- Derogatory/racist/homophobic language
- Intimidating behaviour/language
- Safeguarding issues

Purpose of our Behaviour and Relationships Policy:

To provide simple, practical procedures for staff and students that:

- Foster the belief that there are no 'bad' students, just 'bad choices'
- Encourage students to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention.

All staff must:

- Support the Catholic ethos of the school, being faithful to the values of the Gospel by word and example.

- Take time to welcome students at the start of the day
- Model positive behaviours and build relationships
- Use consistent language and create a consistent response
- Plan lessons that engage, challenge and meet the needs of all learners
- Be calm and give time when going through the Restorative Steps
- Follow-up every time, retain ownership and engage in reflective dialogue with learners
- Always direct students to our principle of “Be Ready, Be Respectful and Be Safe”.

The Head teacher and the Senior Leadership Team must:

- Lead and encourage the Catholic ethos of the school, being faithful to the values of the Gospel by word and example.
- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage the use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Regularly review provision for all learners
- Support teachers in managing students with more complex or challenging behaviours.

Members of staff who manage behaviour well:

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

Students want teachers to:

- Give them a ‘fresh start’ every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour.

Behaviour for Learning:

Our mission is to build a nurturing and stimulating learning community, rooted in Gospel values in which every child and adult feels loved and has the opportunity to reach their full God – given potential. Our curriculum is designed around school’s values for learning:

- **Aspiration**- “I strive to be the best I can be”.
- **Self-belief** – “I have confidence and know I can achieve anything”.
- **Perseverance** – “I keep trying when faced with challenges”.
- **Independence** – “I can think for myself and take ownership of my learning and behaviour”.

- **Respect** – “I show consideration for myself, other people and my environment”.
- **Enjoyment** – “ I get involved and have fun at school”.

St. Bernadette’s principles: “**Be Ready, Be Respectful, Be Safe**” provide a structure to implement out school values and Gospel values. We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, routines and visible consistencies that all children and staff follow. These 3 principles “Be Ready, Be Respectful and Be Safe” can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some of our children following our behaviour expectations are beyond their development level. In this case, these children will have bespoke positive behaviour plans.

Our Rules:	Visible Consistencies:	Over and Above Recognition:
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily Meet and Greet 2. Acts of Kindness (Assembly) 3. Restorative Dialogue	1. Recognition ASPIRE 2. ASPIRE awards 3. 10 Stars Award

Gentle Approach, use child’s name, child level, eye contact, deliver message...

1. REMINDER:

*I noticed you chose to (noticed behaviour)
 This is a REMINDER that we need to Be (Ready, Respectful, Safe)
 You now have the chance to make a better choice.
 Thank you for listening*

2. WARNING:

*I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat (learner’s name), Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I’m glad we had this conversation.
 A change of environment can help the child think about their behaviour.*

3. CALMING TIME:

*I noticed you chose to (noticed behaviour)
 You need to: 1. Wait outside the classroom/Go to quiet area 2. Go to sit with other class 3. Go to sit in a SLT classroom 4. Go to HT’s office
 Playground: You need to: 1. Stand by other staff member 2. Sit on the picnic bench
 3. Go to HT’s office
 I will come and speak to you in two minutes*

FOLLOW UP, REPAIR AND RESTORE: (RA)

1. ***What happened? (Neutral, dispassionate language.)***
2. ***What were you thinking at the time?***
3. ***What did you feel inside when it happened***
4. ***How are you now?***
5. ***Who else has been affected?***
6. ***What do you need to feel better?***
7. ***What needs to happen to put things right?***

***Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.**

- 4) The child is given "timeout" (stand next to the adult, bench on playground; regulation station, against the wall) and the child is asked to reflect on the choices they are making about their behaviour. The details of the behaviour is logged on CPOMS if deemed necessary. (Use Discretion and your knowledge of the pupils). In EYFS, time out is within the classroom. In KS1 and KS2 time out is in the parallel class. When the child returns to her/his class, if the unacceptable behaviour stops, she/he is praised for improved behaviour. If the behaviour continues:
- 5) The class teacher will discuss the issue with a member of the SLT and the child's parents/carers.
- 6) Each new day is a fresh start.
 - If a child reaches step 4 of the consequences (outlined above) more than 3 times in a half term, they will be seen by a member of the SLT.
 - Information may be shared between staff as appropriate and in a professional manner in order to ensure all staff are aware of any particular needs of children and to effectively manage potentially difficult situations.
 - In more extreme circumstances it may be necessary to exclude a child after consultation between Headteacher, Governors and parents in accordance with DFE regulations.
 - In that rare event of a physical assault upon a member of staff or racial abuse towards any member of the school community, the incident, in accordance with Stockport Local Authority's Policy will to be reported to the governors and to Stockport Children's and Young People's Services.

In summary, the behaviour pathway is:

1. Reminder
2. Warning
3. Time-In/Calming Time/Regulation Station
4. Follow up/Reparative Conversation

Should you feel, using your professional judgement, a senior member of staff needs to be part

of the Follow up/Reparative Conversation then follow the guidelines below:

5. Sent to SLT/DHT/HT and Parents Phoned
6. Parents Called To School
7. Seclusion
8. Exclusion

Behaviour at Break and Lunchtime:

We recognise that children need to relax at break and lunchtimes, but we expect the same high standards of cooperative play and considerate behaviour. Children should not be in school buildings during playtimes and lunchtimes unless supervised by a member of staff. Children are encouraged to go to the toilet before they go out to play and/or when they come in from playtime. (Individual medical needs are taken into account).

The school has invested in playground equipment to cater for all age ranges and playtime preferences. To support our aspirations for a happy and healthy lifestyle for our children, the school middays are deployed to deliver and organise lunchtime activities, including sports activities where skills are taught.

During morning and lunch break times, older children act as Buddies to try to ensure happy playtimes for all.

At the beginning of each term, class teachers discuss and reinforce school playground rules and base Circle Time discussion on situations appropriate to their class. The agreed rules in our behaviour policy apply at all times. Midday assistants and teachers on duty will encourage and reward positive behaviour and follow the St. Bernadette's principles: **"Be Ready, Be Respectful, Be Safe"**.

Lunchtime Rewards and Sanctions:

The behaviour pathway is followed:

1. A verbal or nonverbal gentle reminder is given, with an explanation/reminder of what is expected. If the unacceptable behaviour stops, the child is praised for improved behaviour. If the unacceptable behaviour continues:
2. A second verbal reminder is given, with an explanation/reminder of what is expected. If the unacceptable behaviour stops, the child is praised for improved behaviour. If the unacceptable behaviour continues:
3. A clear warning is given, with an explanation/reminder of what is expected. . If the unacceptable behaviour stops, the child is praised for improved behaviour. If the unacceptable behaviour continues:
4. The child is given "timeout" (next to an adult; wall)) and asked to reflect on the choices they are making about their behaviour. Time out is within the playground or lunch hall. If the unacceptable behaviour continues:
5. The midday assistant will report the issue to a senior leader.
6. The teacher is informed of the incident.
7. Each new day is a fresh start.

Extreme Behaviours:

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. We will work with the Behaviour Support Service to provide advice to meet the needs of such pupils.

St. Bernadette's "Positive Care and Control Policy" (incorporating Restrictive Physical interventions) outlines the use of positive handling to manage challenging behaviour.

It is recognised that the majority of students in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all students and staff. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. We acknowledge that physical techniques are only part of the wider strategies of behaviour management. (See Positive Care and Control Policy)

Annex to Behaviour Policy:

Covid Update from Guidance – September 2020

In light of the current Covid-19 outbreak, the following amendments are in place that children will follow:

1. **Arrival to School/Leaving School:**
2. **Personal Hygiene:** Children will be allowed to go to the toilet in their groups (bubbles) only. The supporting TA on the corridor will ensure social distancing and thorough handwashing using soap and the 20 second rule (signs will be available to remind pupils). Handwashing will take place when they arrive in the morning; before and after playtimes and **MUST** be supervised.
3. Tissues will be available in the classroom and pupils will be reminded to "Catch it; Bin it; Kill it." A bin will be in every classroom. Children should be discouraged from touching their eyes, nose and mouth. (Signs will be around the school)
4. **Playtimes/Lunchtimes:** Children's breaks will be staggered and they will be reminded to play with the children in their "bubbles" only. The supporting TA will supervise as well as Mr. Smith who will have planned sporting activities for the children where they are remaining in their "bubble" and not sharing equipment.
5. Toast will be brought to each classroom. Lunch will be brought to each classroom.
6. **Classroom Resources:** Children will have their own equipment (pens/pencils) in a box next to their allocated seating place or area of learning. Any equipment that is used by one "bubble" will be cleaned after use (ie: chrome books; D & T equipment etc).
7. **Behaviour of Pupils:** Expectations remain high and this applies to Home Learning also. (Shared rules for using Google Teams)

St. Bernadette's Catholic Primary's Code of Conduct for live lessons

Flexibility of Learning:

We realise that the circumstances that caused our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility and understanding from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- The variety of electronic devices being used and their varying capabilities;
- Parents may have two or more children trying to access technology;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should.

An understanding of, and willingness to adapt to these difficulties on all sides is essential for success.

Parents:

- Be aware of when your children are participating in a live lesson and ensure that they are in the same room as another adult. An adult is not expected to be involved in the lesson, but is required to remain in the same room as your child for the duration of the lesson.
- Do not give your child's logon details to anyone else.
- Make sure your child has a safe online environment with appropriate parental controls and internet filters in place.
- Language must be appropriate, including adults in the background.
- As far as possible, provide a quiet place for your children to work.
- Support your child's learning to the best of your ability.
- Lessons will only go ahead if there is a minimum of 2 pupils participating.
- Pupils only join the live lesson once the teacher is in the meeting room.
- Please do not use a bedroom and try to ensure the background is as plain as possible so that there is no information about your personal lives or location.
- During live lessons and on Google classroom, parents do not share confidential information about themselves, their family or other pupils.
- Make sure all members of the house are aware that a live lesson is happening and are appropriately dressed.
- As much as possible, parents ensure that their children are available to access Google Classroom lessons during the hours of the normal school day (09:05-15:00).
- Parents should make themselves aware of their child's Google classroom environment and google classroom account.
- Ensure that their children log on at the correct time.
- As far as possible ensure access to a computer/smart device or network
- As far as possible, provide a quiet place for their children to work. Be mindful of background noise such as TV, video games and other adults and the content of this.
- Be aware that you can continue to contact the class teacher as normal through the e-mail or Google Classroom apps if your child requires support of any kind.
- Promote reading daily and provide opportunities to listen to your child read, irrespective of age.

- Encourage your child to access and engage with Google Classroom posts from their teacher.
- If the pupil numbers are too low to carry out the lesson, a written notice will be displayed on the class stream.
- Understand that screenshotting, photographing, videoing/recording or copying any information, messages, live lessons or posts is strictly prohibited.
- You must not share resources or videos created by teachers with anyone else.
- Parents are reminded that this is a learning platform and should not be used for social interaction.
- Encourage the progress that is being made and where possible, discuss their work/learning with them.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.
- If you have any questions or concerns following a live lesson, you can email the class teacher or contact Ms Jones.

Pupils:

- Only take part in a live lesson if an adult at home knows you are doing this and is in the same room during the lesson.
- Pupils only join the live lesson once the teacher is in the meeting room.
- Once the lesson has concluded, all pupils must leave the lesson and not attempt to re-join.
- Do not give your login details for a live lesson to anyone else.
- Remember to continue to follow the school rules for safe internet use.
- Make sure you take part in the live lesson in a public, safe and quiet place in your house where an adult will also be.
- Please do not use a bedroom and try to ensure the background is as plain as possible so there is no personal information about you and it doesn't show your location.
- When taking part in a live lesson, remember that this is like being in the classroom and you should behave as you would when working in school. The School's Behaviour policy will remain in use.
- Pupils must respect their teachers and peers by listening carefully when someone else is talking.
- Pupils should be appropriately dressed and if possible, sit in front of a neutral background in a quiet space.
- As much as possible, pupils are available during the hours of the normal school day to complete lessons on Google Classroom.
- All pupils are expected to conduct themselves online and on Google Classroom in the same way that they are expected to do in school. The School's Behaviour policy will remain in use.
- Pupils are reminded that, unless instructed otherwise, this is a learning platform and not one that is used for social interaction.
- During live lessons and on Google classroom, pupils do not share confidential information about themselves, their family or other pupils.
- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly.
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that.
- Understand that screenshotting, videoing/recording or copying any information, messages, live lessons or posts is strictly prohibited.

Staff:

- If working from home, make sure you lead the live lesson from a safe, quiet and private place in your house. Please do not use a bedroom and try to ensure the background is as plain as possible so that information about your personal life or location is not included.
- You must continue to follow the school's staff code of conduct.
- Make sure you are appropriately dressed.
- Ensure that other members of your household are aware of your lesson to minimise interruptions.
- Ensure no inappropriate language will occur in your house that may be heard during a live lesson including music and live radio.
- Language must be professional and appropriate.
- Live classes should be kept to a reasonable length of time to deliver the lesson content as in school.
- Only complete a live lesson if there is a minimum of 3 pupils ready to participate. If there are less than 3 pupils, rearrange the lesson for another time and resend the invites.
- If the pupil numbers are too low to carry out the lesson, a written notice will be displayed on the class stream.
- When the lesson is finished, wait for all of the pupils to leave the lesson before leaving yourself and closing the session.
- All classes that you teach have a Google Classroom setup
- Access to the remote gateway/Google Classroom is possible from home
- Pupils use Google Classroom as part of their home learning.
- Pupils are set work that is accessible, engaging and relevant to the work they have been studying as part of their agreed curriculum
- English and Maths work is set weekly as per the remote learning timetable through Google Classroom or other relevant platforms such as the School Website.
- Lesson instructions are clear and precise.
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways.
- If unwell themselves, be covered by another staff member from the same year group if possible. Follow up of messages on the ClassDojo app, emails and Google Classroom during this time will not be undertaken until the teacher is fit to work.

Safeguarding:

The safeguarding of both pupils and staff must be maintained in remote spaces. All the same policies, rules and guidelines remain in place and adherence to all statutory guidance is required.

E-Safety:

In accordance with its E-Safety Policy the School will deal with e-safety incidents in accordance with the procedures outlined in the policy. We will, where known, inform parents of incidents of inappropriate e-safety behaviour that takes place out of school.

Policy adopted: February 2024

Review: February 2025

This policy was agreed and adopted by our Governing Body for St Bernadette's Catholic Primary School.