

The Catholic School of Saint Gregory The Great

Believe and Achieve



RELATIONSHIPS & BEHAVIOUR POLICY – CHILD FRIENDLY VERSION

For pupils to read with parents / teachers

This policy complies with section 89 of the Education and Inspections Act 2006.

To be reviewed by September 2027

Mission Statement

Believe and Achieve

“We are a safe and happy school where we all shine as part of God’s family.”

Introduction

At St Gregory’s school we believe that everyone in our community is important and we want it to be a peaceful and happy place. We want to give every pupil the best opportunity to learn and we believe that positive behaviour in school is very important for learning and for staying safe and healthy.

This text explains what we believe about behaviour, what we want it to look like at St Gregory’s and how, with everybody’s help, we can try and achieve it.

We believe that behaviour which stops learning, that is unkind or results in harm, is behaviour which is unwanted. Positive behaviour, on the other hand, helps with learning, helps make everyone feel safe and happy and therefore makes the school a better place to be. This is what we want! Learning to behave in positive and helpful ways is part of becoming a responsible human being and helps us make good friendships and become excellent learners.

It’s not always easy for everyone to behave well, or understand why some behaviour is harmful, and that’s why we teach pupils what positive behaviour looks like and why it is helpful. Everyone is taught the school rules, classroom routines and the behaviour that is expected around the school. It is important to learn that how we choose to behave can affect other people and our community and we should therefore take responsibility for it. Understanding why behaviour is either helpful or harmful can really help us make the right choices. As well as teaching about behaviour, we will encourage and reward positive behaviour and there will be consequences for poor behaviour (something will happen if rules are broken). We will try and make consequences fair, make sure they investigate what harm has been done and include repairing any damage or hurt. This helps pupils learn and hopefully make it less likely that harmful behaviour will be repeated.

We want :

- To make school a safe, happy and interesting place for pupils where they feel important and supported.
- Pupils to feel proud of themselves and our school and to believe that through hard work and good behaviour choices they can become excellent learners and make great friendships.
- To encourage and expect good conduct from our pupils.
- To give pupils the chance to learn about behaviour, helpful and harmful, and what can happen depending on which we choose.
- Pupils to learn how their behaviour can affect themselves, others and the environment and to take responsibility for it.
- Pupils to learn that when they can understand and control their behaviour, this makes them freer to choose what they do.
- Pupils to learn and develop behaviour that helps them become excellent learners and good friends and community members.
- Pupils to experience positive and supportive relationships with adults at school.
- To talk with parents / carers so we can work together to make this happen.

We believe:

- All pupils are important and have a right to learn.
- Helpful behaviour is better for everyone and is everyone's responsibility, helping teachers teach and pupils learn.
- It is easier for pupils to behave well if adults teach them about behaviour, expect good behaviour, encourage and model it.
- Everyone is different and we will help everyone learn about behaviour.
- Making unhelpful choices about behaviour, i.e. behaviour that results in harm or hinders learning, can present chances for pupils to learn.
- The natural rewards of good behaviour – becoming excellent learners, making strong friendships and becoming valued members of communities – are even better and last much longer than other rewards not directly related to the behaviour (dojo points, gold stars), but we still like to give pupils these rewards sometimes as reminders and outward signs of their excellent behaviour!

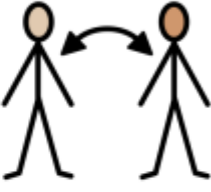
Our plan:

Knowing how important behaviour is, we want to be both kind and firm.

We will:

- Teach pupils about behaviour and how it affects learning and relationships.
- Teach pupils useful and respectful ways to solve problems and disagreements.
- Teach pupils what is expected in classrooms and around the school so they know what to do.
- Teach **the four school rules** and for each rule give examples of behaviours that help us learn well, make friends and become good community members and examples of behaviours that do the opposite and make it difficult to learn, make friends or be good citizens:

Our Four School Rules

Four School Rules	
1. Learn well	
2. Be safe	
3. Respect each other	
4. Respect our school	

Rule	Examples of behaviours that help	Examples of behaviours that hinder or harm
Respect each other	Kindness, friendship, taking turns, good manners, caring, sharing, loyalty.	Name calling, bullying, not sharing, stopping other children from learning or the teacher from teaching.
Respect our school	Looking after school property and resources, looking smart, keeping things tidy, representing the school well.	Not looking after school property or resources, not looking smart, being untidy and careless, not behaving well on trips.
Be safe	Having a healthy lifestyle for mental and physical wellbeing, including eating well, sleeping well, learning about and being safe on line, walking within	Running in school buildings, throwing objects in class, not following adult instructions, class routines or school practices.

	school buildings, looking after one another, following adult instructions, keeping workstation organised.	
Learn well	Listening well, trying your best, persevering, taking risks, improving through effort, reflecting on learning, imagining success, learning from mistakes, learning from others, building confidence through success, developing resilience, taking responsibility, showing pride, celebrating success sensitively.	Not listening, not trying your best, distracting yourself or others, not following instructions, routines or school practices.

Consequences (what happens if ...):

This is what pupils can expect to happen depending on their behaviour choices.

These are some of the ways **positive behaviour** choices are encouraged and rewarded:

- Verbal praise and encouragement from staff;
- Notes home from staff;
- Head teacher recognition;
- Student of the week certificate;
- Positive recognition board;
- House points (also called Dojo, merit or monster points!)

These are some of things that may happen **if behaviour causes hurt or harm**:

- Reminders from staff;
- Warnings from staff;
- Moving to a different learning space, regulation time offered before discussion with an adult;
- Taking part in a restorative conversation to explore the harm done and plan how to fix it;
- Using some of your play / lunch time to carry out a payback task to fix the harm.
- Parents informed.
- If behaviour is very disruptive to learning, very hurtful or harmful, it may be necessary to spend some time outside the classroom and take part in more conversations with your class teacher, other staff or the head teacher.

When reflecting on behaviours (both helpful and unhelpful ones) the focus should be on thinking about:

- what happened;
- who was affected and how;
- the feelings of those involved;
- ways to fix or payback if harm, hurt or hindrance was caused;
- what can be learnt from the experience so that as we grow and mature, we engage in more positive behaviours and fewer behaviours that cause harm or hindrance to ourselves and others.
- We use the Zones of Regulation to discuss different feelings:

Zones of Regulation			
Blue	Green	Yellow	Red
			
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space