

The Catholic School of Saint Gregory The Great

Believe and Achieve



RELATIONSHIPS & BEHAVIOUR POLICY & PROCEDURES

**To be read in conjunction with all other
policies**

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

Our Mission Statement, together with Catholic Social Teaching principles, which reflect and guide our ethos, vision, culture, and behaviour expectations, emphasise, among other things, the value and dignity of every person, the importance of the common good, and a striving for peace. At St Gregory’s, we are committed to giving each and every one of our pupils the greatest opportunity to learn, and we believe that behaviour in school is inseparable from academic achievement, as well as safety, welfare, wellbeing and all other aspects of learning. It is the key to all other aims which are best realised in an environment where positive behaviour is the norm and which is achieved through the building of positive relationships with all stakeholders. This policy outlines our aims, principles, approach, strategy and a summary of procedures with regard to behaviour here at St Gregory’s School. Any behaviour that detracts from the academic and social success of the school community, or that diminishes the dignity of staff or pupils is considered to be undesirable behaviour and good behaviour is not simply the absence of this but includes behaviour that encourages pupils towards flourishing as human beings, community members and scholars. We will strive therefore to create a culture where positive learning and interpersonal behaviours are valued, taught and reinforced, where positive behaviour expectations are shared by all members of the community, and which includes a system of consequences that are fair, designed to teach and where necessary, repair any harm that has been caused.

Aims

- To provide a secure, safe, stable, reliable, happy, and stimulating learning environment for all pupils in which they feel valued and supported.
- To foster a culture in which pupils take pride in themselves and their school, believe that through the practice of positive learning behaviours, they can continually learn and improve and which incorporates a focus on positive relationships, characterised by attunement, trust, respect, warmth, support and connection, all alongside structure, and high expectations.

- To develop an atmosphere where good habits of conduct are encouraged, scaffolded, repeated, reinforced and expected.
- To provide the best opportunities we can for pupils to learn about behaviour and its impact, positive and negative.
- For pupils to develop an awareness and responsibility for the impact of their behaviour choices.
- For pupils to develop self-regulation and an awareness that this gives them greater freedom of choice about their behaviour and responses.
- To provide the best opportunities we can for pupils to learn and develop the skills, attitudes, behaviour and habits that will facilitate their becoming successful, resilient, persevering and independent learners as well as respectful and contributing members of our school and wider community both in the short and long term.
- To ensure that as a staff, we model positive behaviours, continually educate and train ourselves in best practice, employ and monitor tried and tested approaches strategies and techniques, and maintain links to the principles embodied in Catholic Social Teaching.
- To adopt a commitment to understanding and responding to the potential unmet needs underpinning behaviours from a trauma informed approach.
- To engage with parents / carers to develop a collaborative and supportive relationship.

“Creating a culture through routines, norms, good habits and consistency is the rising tide that lifts all ships.”

Principles

- All pupils are valued equally and have the right to learn.
- High standards of behaviour benefit and are the responsibility of everyone in our school community, helping teachers teach and pupils reach their full potential in all aspects of their development.
- We believe this is most likely realised where there are high expectations which are communicated, taught, regularly practiced and reinforced as consistently as possible and where there is a high degree of both challenge and support for all pupils.
- We recognise that behaviour is often communication of a need and that pupils in our care are a diverse group with a wide range of cultural, linguistic, cognitive and educational backgrounds as well as life histories and current circumstances, all of which give rise to differing needs, cognitive development and behaviour responses.
- We believe that behaviour that causes harm can provide learning opportunities and pupils who present challenging behaviours are not defined by them.

- We recognise that the intrinsic rewards of positive behaviour (being successful learners, developing and maintaining peaceful relationships etc.) have long term advantages and should be prioritised and emphasised over extrinsic rewards (prizes unrelated to the behaviour) which nevertheless can be useful for steering pupils in the right direction.

Approach and Strategy

Our broad **approach** can be described as kindness combined with firmness, characterised by a focus on regulation, relation, repair, reasoning and teaching rather than punishment. It encourages practices that lead to the cultivation of resilience, self-esteem, self-respect, confidence as well as humility, empathy and compassion for others.

Strategies and Techniques used to support this approach include:

- Explicit **teaching about positive behaviour** and the resultant gains, both for learning and for the development and maintenance of relationships, as well as effective and respectful conflict resolution.
- **Teaching**, demonstrating and reinforcing **consistent practices** throughout the school and **routines** within classrooms.
- **Developing norms** which are promoted and required constantly through the use of normative language, e.g. 'In this classroom/school we share resources / listen when someone else is talking / take turns / show respect when someone makes a mistake...'
- **Developing routines** for specific sequences of behaviour that pupils are required to perform every day without significant deviation, e.g. entry routines, class dismissal, corridor conduct, assembly conduct, transitions between activities, obtaining silence, etc. Investing time to establish routines pays off in the long term as it helps develop norms, avoids repeating instructions and removes uncertainty about what to do.
- Use of **restorative conversations** where possible e.g. for conflict resolution, following behaviour causing harm, reintroduction to class following any form of exclusion.
- **Teaching** (at the start of every year) and frequent referral to the **four school rules**. This includes providing examples of what behaviour will help pupils succeed, what behaviour will hinder or cause harm and the consequences of both and may include age appropriate examples.

Our Four School Rules

These are available with Widgit symbols and in a range of languages.

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 school buildings, looking after one another, following adult instructions, keeping workstation organised.	Running in school buildings, throwing objects in class, not following adult instructions, class routines or school practices.
Learn well	Listening well, trying your best, persevering, taking risks, improving through effort, reflecting on learning, imagining success and the steps to attain it, learning from mistakes, learning from others, building confidence through success, developing resilience, taking responsibility, showing pride, celebrating success sensitively.	Not listening, refusal to put in effort, distracting yourself or others, not following instructions, classroom routines or school practices.

- **Application of consequences** are the school's reply to the actions of the individual. Positive behaviour is encouraged through the use of a combination of intrinsic and extrinsic rewards. The consequences of behaviour which results in harm or hinders learning focus on restoration

rather than punishment where the intention is to explore harm suffered, acknowledge it as an undesired experience, to make amends, through natural consequences, and ensure such harm is unlikely to happen again.

- The following are examples of **strategies and techniques to reward positive behaviour**:
 - Thanking pupils for good behaviour.
 - Publicly or privately praising pupils for demonstrating exemplary behaviour which goes over and above expectations, e.g. a note home, head teacher recognition, student of the week certificates, positive recognition boards (for displaying positive learning behaviours, sharing something to be proud of or something interesting), in class acknowledgement.
 - Awarding house points (sometimes called merit points/dojo/monster points) to children who show consistent or exemplary positive behaviour. Points are recorded and can be traded in for individual treats as well as going towards a house points total (announced every week in celebration assembly) to foster membership bonds, encourage team responsibility and working towards a common aim of being able to enjoy some extra free time together at the end of each short term.
- Where **behaviour that harms or hinders positive relationships** is shown, the St Gregory's Consequences Chart (on the following page) outlines the steps that will be followed.
- Exclusion will only be used for exceptionally serious situations, where behaviour has been extremely unsafe and/or disruptive. (Please refer to the school's Exclusion Policy.)
- The Zones of Regulation should be used to explore the range of emotions a child is experiencing.

St Gregory's Consequences Chart

	Example Behaviour	Consequences	Useful Script (Paul Dix/RP prompt card)	Monitoring
REMINDER PHASE: Class teacher / TP / MDS responsible	- Interrupting/calling out - Running inside school buildings - Ignoring instructions - Disruptive noises - Swinging on chair - Bickering (she said.. he said...) - Not listening - Disruptive shouting/screaming - Boisterous play - Misusing equipment - Not lining up safely	- Nonverbal signals (e.g. eye contact, pointing) - Anonymous correction (e.g. 'I need 2 more sets of eyes on me') - Private individual correction (e.g. a quiet reminder of what to do and why) - Quick reminder tagged with name (e.g. 'Clare, I need to see that pencil moving' –looking sharp back row; thank you Clare, much better') - Move to a different learning area	Reminder - Remember our classroom rules. - At the moment I don't feel like you're learning very well	Class teachers report any patterns to Inclusion manager/SLT/CAFAW via CPOMS as "behaviour change" negative/positive.
Tier 1 PHASE: Class teacher / TPs / MDSAs/ responsible	- Persistent REMINDER phase behaviour - Affecting others' learning - Offensive remark to others, including swearing - Refusal to do set task - Threatening - Rough play/play fighting, including arguments, causing harm - Deliberately ignoring a direct adult request to do something - Accidental physical contact causing hurt – pushing, tripping etc, and refusal to engage in repairing harm caused. - Entering a forbidden area	- Engage in a brief restorative conversation and agree a way to repair harm caused to all parties and move forward. - To carry out an agreed and suitable sanction/payback task decided during the restorative conversation. At this level this may be a simple but meaningful apology. - Persistent TIER 1 PHASE behaviour, move to TIER 2 PHASE	Caution - I have already reminded you about our classroom rules. - I'd like you to think very carefully about your next choice and make sure that it's a choice that helps you to learn well. - If you don't make a good choice, I will need you to take some reflection time which will need to happen after lesson time. Last Chance - I noticed that you're finding it difficult getting started with your work and staying focused without distracting others. - It was the rule about learning well that you broke. - I need you to make the choice where you get started with your work and stop distracting your friend. - Do you remember last week when you were doing X and you were learning really well? - That's who I need to see today. - Thank you for listening (give a little 'take up' time). Reflection time - You have continued to distract your friend and you haven't started your work so please can you move to X / move outside the classroom to have a think through what's happened and then when you've thought about the choices you've been making, I'll be ready to welcome you back. - We will need to have a chat about this at break time/lunch time/after school. (Use Restorative enquiry card).	- Class teachers report any patterns to Inclusion manager / CAFAW - Record patterns on CPOMS
Tier 2 PHASE: Phase Leader Intervention	- Persistent TIER 1 PHASE behaviour - Leaving class without permission - Disrespectful to another person, including swearing at them, Harming someone - Stealing - Threatening violence - Throwing food - Unwanted physical contact - Damaging property	- Engage in a restorative conversation facilitated by a phase leader and agree a way to repair harm caused to all parties and move forward. At this level this should equate to 20-25 minutes and made specific to the nature of the harm so that it can be used as a learning opportunity. - Persistent TIER 2 behaviour, move to TIER 3 PHASE	Restorative conversation - What happened? - What were you thinking of at the time? - What have you thought about since? - Who has been affected by what you have done? In what way? - What do you think you need to do to make things right?	- MDSAs to inform class teacher if incidents arise at lunchtime. Phone call / end of day conversation to inform parents from class teacher - Record incident and restorative conversation including actions on CPOMS as restorative practice. - Phone call/end of day conversation to inform parent from class teacher of both parties - SLT to supervise/facilitate restorative practice conversation. - MDSA to complete slip and give to teacher - Teacher informs parents and sends slip to the office to scan and upload to CPOMS
Tier 3: SLT Intervention	- Persistent TIER 2 behaviour - Bullying - Fighting - Racism - Violence - Homophobia - Leaving school premises - Abuse - Throwing objects with intent to harm	- Restorative conversation with SLT member. - Play / lunchtime ban; either in school space with parent or at home - Internal seclusion – e.g. ban on representing school - Possible External Exclusion - Engage in a restorative conversation facilitated by SLT in an office and agree a way to repair harm caused to all parties and move forward. At this level this should equate to 2 hours and be made specific to the nature of the harm so that it can be used as a learning opportunity. - TAF (Team around the Family) meeting called where required. - Support from external agencies where required.		Meeting / phone call with parents from SLT and possible TAF meeting. - Regular contact with parents - Incidents and meetings recorded on CPOMS as restorative practice Tier 3 conversation..

Children with Special Education Needs and Disability or Other Additional Needs

Whilst the expectation is that all pupils follow our four basic rules, we recognise that there may be circumstances which necessitate some pupils requiring additional support with their behaviour. This may be due to a specific identified need or disability or unusually challenging events or circumstances. In these cases, the Inclusion Manager and Child and Family Action Worker will work alongside the class teacher to differentiate the system to meet their needs. Children experiencing difficulties with behaviour will be supported by all staff and some may be allocated a named learning mentor who will act as their emotionally available adult whilst at school. This will involve help and support for the child in coping with situations and providing them with strategies to help them manage their own behaviour. The child will be given time within the school day to learn these strategies with the CAFAW / learning mentor. A programme of strategies will be developed between the CAFAW, child, class teacher, mentor, parent and Inclusion Manager where appropriate.

“Consistent in our principles, flexible in our practices.”

Working In Partnership

To aid consistency, which has been shown to be an important feature of effective social, emotional and behavioural development in pupils, we believe in working in close partnership with parents / carers. We will therefore keep parents / carers informed of our values, aims and practices, e.g. through publication of policies, provision of workshops and information meetings, and their child's learning and behaviour, e.g. through a mix of formal and informal parents meetings, telephone calls, letters, showcase afternoons.

Where necessary we will engage in or initiate partnerships with other agencies.

The Governing Body of the School

Is responsible for ensuring the impact of the policy. To facilitate this, they receive six reports on behaviour within the school throughout the year and review the policy annually.

References

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St Gregory's; *Current Behaviour Policy, Mission Statement*

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Moulsecoomb School; *A Guide to Positive Behaviours*

Silverdale School; *Restorative Practice Policy*; 2017