



St. Monica's RC Primary School Behaviour and Relationship Policy

Here at St. Monica's, we recognise that we are all cherished members of God's family. We love and care for one another, and trust God to guide us in all we do and say. By learning together, we aim to achieve and working together, we will succeed.

INTENT

Our Mission Statement says that "we love and care for one another, and trust God to guide us in all we do and say". We impart the Christian values of love of God and love of one another and this is the basis for our behaviour policy. In order for quality learning and teaching to take place, high standards of behaviour need to be embedded in the school. We encourage all members of our school community to behave in a manner that will promote self-discipline and respect for self and others. We want the children at St. Monica's to follow four basic behaviour principles of:

- Being Kind
- Being Safe
- Being Ready
- Being Respectful

RESEARCH

We have based our Behaviour Policy on research carried out by the Education Endowment Foundation (EEF) but also in conjunction and reference to The Kindness Principle: Making Relational Behaviour Work in Schools by Dave Whitaker and also to When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour by Paul Dix.







FOCUSES FOR POLICY

- **Strategies for Preventing Misbehaviour (Proactive Strategies)**
- **Personalised Approaches (Reactive Strategies)**
- **Consistency and Coherence**



SUMMARY OF RECOMMENDATIONS FROM EEF

SUMMARY OF RECOMMENDATIONS

Proactive			Reactive		
<p>1</p> <p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none"> Pupil behaviour has multiple influences, some of which teachers can manage directly Understanding a pupil's context will inform effective responses to misbehaviour Every pupil should have a supportive relationship with a member of school staff <p>Page 8</p>	<p>2</p> <p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none"> Teaching learning behaviours will reduce the need to manage misbehaviour Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning Teachers should encourage pupils to be self-reflective of their own behaviours <p>Page 16</p>	<p>3</p> <p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none"> Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy <p>Page 20</p>	<p>4</p> <p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none"> Some strategies that don't require complex pedagogical changes have been shown to be promising Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour School leaders should ensure the school behaviour policy is clear and consistently applied <p>Page 24</p>	<p>5</p> <p>Use targeted approaches to meet the needs of individuals in your school</p>  <ul style="list-style-type: none"> Universal behaviour systems are unlikely to meet the needs of all your students For pupils with more challenging behaviour, the approach should be adapted to individual needs Teachers should be trained in specific strategies if supporting pupils with high behaviour needs <p>Page 28</p>	<p>Sections are colour coded for ease of reference</p>
<p>Implementation</p>					
<p>6</p> <p>Consistency is key</p>  <ul style="list-style-type: none"> Consistency and coherence at a whole-school level are paramount Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level <p>Page 32</p>					

IMPLEMENTATION

PROACTIVE STRATEGIES

Behaviour in school will be underpinned with proactive strategies that will aim to promote and embed positive learning behaviours throughout the school. These proactive strategies are outlined below:

1. Positive Relationships

- Good relationships matter. Staff will be expected to get to know pupils and know and understand them and their influences.
- Pupil behaviour has multiple influences, some of which staff can manage directly.
- Understanding a pupil's context will inform effective responses to misbehaviour.
- Every pupil should have a supportive relationship with staff in school.

For pupils who are proving most difficult to connect with, staff will employ The Establish-Maintain-Restore (ERM) method of building positive relationships. This method is outlined below:



Box 2: The Establish-Maintain-Restore (EMR) method

A good way to build positive relationships with pupils is the EMR method, which has promising results from a small study. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need of a consistent, positive relationship. It is recommended that this technique should take no longer than 30 minutes per week and can be completed during periods the adult already spends with pupils, representing an efficient use of time.

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R ³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

Every effort will also be made to ensure that the following are in place to ensure positive relationships in school:

- Protective factors to limit affect on mental health in schools
- Clear policies on behaviour and bullying
- Staff code of conduct
- Whole-school approach to promoting good mental health
- Positive classroom management
- Sense of belonging
- Positive peer influences
- Positive friendships
- Effective safeguarding and child protection policies
- Early help process
- Procedures for staff to raise concerns about policies and processes.

Adverse Childhood experiences

Here at St. Monica's, we also recognise the harmful effects of adverse childhood experiences on the rest of a person's life. Knowing about any trauma a pupil has experienced or is experiencing will help inform the support a school provides.

Bullying

Being the victim of bullying can also be a key influence on a child's behaviour in school. A whole school anti-bullying policy can be read in conjunction with this Behaviour and Relationships Policy.



2. Teaching Learning Behaviours

Children will be explicitly taught learning behaviours, reducing the need for teachers to manage behaviour. Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills, will be less likely to misbehave in school. Staff in school will teach children the learning behaviours that will promote positive behaviour and learning in school.

These learning behaviours will include pupils relationships with:

- themselves
- with others
- with the curriculum

and can be characterized under the following categories:

- Emotional Learning Behaviours
- Social Learning Behaviours
- Cognitive learning behaviours

These learning behaviours will be linked to our Behaviour values of

- Being Kind
- Being Respectful
- Being Safe
- Being Ready

Social Learning Behaviours

Children will be taught and expected to:

- Be well mannered and honest- Being Respectful
- Speak to others using appropriate language and tone of voice- Being Respectful
- Listen to others- Being respectful
- Respect the feelings of others- Being respectful
- Respect school property-Being respectful
- Work respectfully and co-operatively with others-Being respectful and being kind
- Behave in a way that does not hurt or intimidate others-Being kind
- Move around the school safely-Being safe
- Play co-operatively, happily and safely (together)-Being kind, safe and respectful

Emotional Learning Behaviours

- Motivated by wanting to do well for selves and others-Being Ready
- Have a growth mindset-Being Ready
- Wish for self-improvement-Being Ready
- Resilient when challenged-Being Ready

Cognitive learning behaviours

- Co-operate with their teacher and when working with other children-Being ready, being kind and being safe
- Listen carefully to instructions-Being ready and being safe
- Follow routine-Being ready and being safe
- Share and take turns-Being respectful and kind
- Willingly participate- Being ready



These behaviours will be promoted at all times by staff and learners. All staff will set and expect high standards of behaviour in lessons and at all times they are with the children. All staff members are responsible for the good behaviour of the children in their care.

Motivation

Extrinsic motivation (rewards/praise) is useful in addressing some minor misbehaviours. Intrinsic motivation (self-motivation) crucial to improving resilience, achieving goals and key to success. Children who are intrinsically motivated achieve better and are less likely to misbehave. Having a Growth Mindset is important in intrinsic motivation. Dwek discusses how teaching skills such as collaboration and self-improvement can reduce bullying and empower bystanders.

Teachers should:

- have growth mindset themselves.
- praise students effort rather than the person, the end piece of work or results.
- avoid fixed mindset labelling and praising intelligence or talent.

3. Use classroom management strategies to support good classroom behaviour

Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression, leading to improved classroom climate, attendance and attainment.

Staff will be encouraged to:

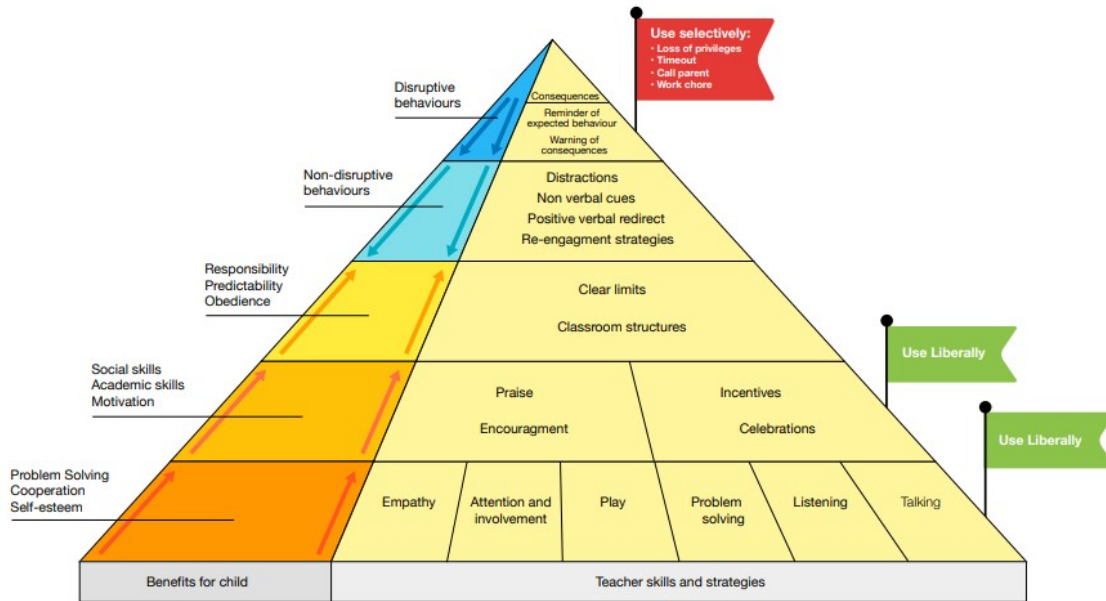
- reflect on their own approach
- try a new approach
- review progress over time.

The incredible years pyramid will be used by teachers to frame their classroom management strategies.



Incredible Years Teaching Pyramid

Figure 5: The Incredible Years Teaching Pyramid®



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.

Reinforcing Positive Behaviours


Putting in place clear reward systems can improve pupil behaviour in the classroom as part of a broader classroom management strategy.

St. Monica's Reward Systems

We believe in promoting and rewarding good behaviour and that a positive approach should be taken whenever possible.

This is done in a variety of ways:

- Verbal praise from adults
- Comments in books or on work
- Headteacher's award assembly – certificates for children for high standards of work, behaviour, manners etc.
- Children sent to other adults for praise
- Informing parents via class Dojo
- Stickers and certificates
- Dojo points
- Dojo reward system
- Displaying work



Class Dojo Rewards

- 10 dojos = smelly sticker
- 20 dojos = write with a silly pencil or pen for the day
- 30 dojos = praise letter sent home to your grown ups
- 40 dojos = Home work pass
- 50 dojos = wear a hat or sunglasses to school
- 60 dojos = bring your slippers to school day
- 70 dojos = choose where to sit for the day
- 80 dojos = computer or ipad time during play time
- 90 dojos = 10 minutes extra play
- 100 dojos = Bronze Award and own clothes day
- 120 dojos = Silver Award, own clothes day and St Monica's



The child is at the centre of everything we do

- Choosing children for responsibilities within school
- Choosing children to represent school at functions and events

4. Routines

St. Monica's staff employ some simple routines to reinforce positive behaviour. These include:

- Greeting pupils consistently
- Delivering pre-corrective statements to remind students of class expectations.
- Increase use of behaviour-specific praise. The 'magic 5:1 ratio' of positive to negative interactions. This ratio has been used and explored in other fields and studies have shown that this has been effective in increasing pupils on-task behaviours.
- Involving parents in setting goals, agreeing and implementing specific strategies.



The following checklist will be used by staff and leadership of school:

APPENDIX I: CHARLIE TAYLOR'S CHECKLISTS



For senior leadership team:	For teachers:
<p>Policy: Ensure absolute clarity about the expected standard of pupils' behaviour. Ensure that behaviour policy is clearly understood by all staff, parents, and pupils. Display school rules clearly in classes and around the building; staff and pupils should know what they are. Display the tariff of sanctions and rewards in each class. Have a system in place for ensuring that children never miss out on sanctions or rewards.</p>	<p>Classroom: Know the names and roles of any adults in class. Meet and greet pupils when they come into the classroom. Display rules in the class—and ensure that the pupils and staff know what they are. Display the tariff of sanctions in class. Have a system in place to follow through with all sanctions. Display the tariff of rewards in class. Have a system in place to follow through with all rewards. Have a visual timetable on the wall. Follow the school behaviour policy.</p>
<p>Leadership: Model the behaviour you want to see from your staff.</p>	
<p>Building: Visit the lunch hall and playground, and be around at the beginning and the end of the school day. Ensure that other Senior Leadership Team members are a visible presence around the school. Check that pupils come in from the playground and move around the school in an orderly manner. Check up on behaviour outside the school. Check the building is clean and well-maintained.</p>	<p>Pupils: Know the names of children. Have a plan for children who are likely to misbehave. Ensure other adults in the class know the plan. Understand pupils' special needs.</p>
<p>Staff: Know the names of all staff. Praise the good performance of staff. Take action to deal with poor teaching or staff who fail to follow the behaviour policy.</p>	<p>Teaching: Ensure that all resources are prepared in advance. Praise the behaviour you want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise). Differentiate. Stay calm. Have clear routines for transitions and for stopping the class. Teach children the class routines.</p>
<p>Children: Praise good behaviour. Celebrate successes.</p>	
<p>Teaching: Monitor the amount of praise, rewards, and punishments given by individual staff. Ensure that staff praise good behaviour and work. Ensure that staff understand special needs of pupils.</p>	
<p>Individual pupils: Have clear plans for pupils likely to misbehave and ensure staff are aware of them. Put in place suitable support for pupils with behavioural difficulties. Build positive relationships, particularly with parents of pupils with behaviour difficulties.</p>	<p>Parents: Give feedback to parents about their child's behaviour—let them know about the good days as well as the bad ones.</p>

5. Use targeted approaches to meet the needs of individuals in your school

'Flexible but consistent approach' **John Cornwall**

There will be occasions, when despite all of the proactive measures used, it will be necessary to employ reactive measures. Universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour, a personalized approach is recommended. For pupils who are disruptive, targeted interventions are often most effective when adapted to the needs of the individuals involved.

It is notable that the interventions found to have a positive effect on behaviour largely focused on positive responses to the challenge of misbehaviour—training teachers to positively encourage learning behaviours and putting in place reward systems—rather than primarily focusing on punitive measures.

Targeted approaches



The child is at the centre of everything we do

- Functional behavioural assessment interventions will take place for identified children with STAR identification of behaviours and specific intervention plans put in place (Individual Behaviour Plans), including the use of daily report cards.
- Spending 2 minutes of non-school related conversation with target pupils for 10 days. 5:1 positive: negative interactions.
- Teachers encouraged to call home as much as possible for these pupils.
- Restorative Practice- Restorative Practice will be used to support children to understand, regulate and reflect on their behaviour, whenever conflict occurs. This strategy involves using relationship building to support pupils in feeling safe, develop their ability to calm down quickly and reflect on the situation. A restorative conversation is more than a process or a set of questions. Adults will ensure that they have open body language, calming tone of voice and are not judgemental of the situation. A neutral familiar space should be made available for these conversations if possible.
- All staff, including midday assistants, have access to a lanyard attachment that outlines the questions to support conversations with children.



UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour in class and around the school includes but is not limited to:

- Lack of co-operation
- Vandalism
- Use of physical aggression or threats
- Use of inappropriate language
- Inappropriate comments including those of a racist nature
- Fighting
- Intimidating other children
- There are occasions when despite the proactive measures in place and having exhausted the reactive measures outlined, a child may still behave in a manner that is not acceptable to the standards that are expected at St. Monica's. When this occurs, the following steps will take place:
 - Parent Conversation
 - Weekly parental contact



- Discussion between senior member of staff and parents with possible referral to other agencies
- Internal exclusion
- Fixed term exclusion
- Reduced timetable
- Permanent exclusion

There may be a rare occasion when the behaviour is deemed so serious or is endangering the safety of the child or other children, that it is found necessary to move immediately to more serious actions.

Whenever the decision is taken to impose sanctions, the child will be made aware of the following:

- The child has the opportunity to improve their behaviour and will be helped to do so.
- Telling the truth, owning up, keeping calm and speaking appropriately will be taken as a positive gesture.
- The reason why sanctions are being imposed and what that sanction entails.

Sometimes it is necessary for staff to deal with incidents immediately, particularly with younger children. At other times it may be more appropriate to allow the child or children to regulate before the matter is dealt with. Children are also encouraged to discuss what has happened and reach a compromise and apologise.

REDUCED TIMETABLE

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. In agreeing to a part-time timetable, the school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence.

EXCLUSIONS

- There are 3 types of exclusion and parents are always informed.
- An internal exclusion is when the child does work set by the class teacher under the supervision of a senior member of staff for a morning, afternoon or all day. They do not have break time with their friends.
- A fixed term exclusion is when a child is excluded from school for a day/s. Work is set for this time and should be completed at home.
- The last type is when the child has to leave the school permanently and is called a permanent exclusion.

Parents will be involved at an early stage where a learner is experiencing problems with behaviour.

- Outside agencies where appropriate will be utilised when there is a serious problem with a learner's behaviour.
- If after an appropriate investigation a pupil is found to have made an unfounded serious allegation against a member of staff the pupil will be deemed to have committed an extreme



case of bad behaviour which will result in the pupil being suspended and/or excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

- In extreme cases, a learner's negative behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines. 7. Our aim is for your child to be safe and happy at school. If you have any concerns, please see the class teacher in the first instance.

This policy will promote the Catholic ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. We are committed to meeting the needs of each individual especially those identified in the 2010 Equality Act.

Signed by Matt Callaghan (Chair of Governors) Mark Doherty (Headteacher) November 2024





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