

St Austin's Catholic Primary School



Relationships & Behaviour Policy

Autumn (2) 2024

Policy agreed by the Full Governing Body of St Austin's Primary School:

On:10th December 2024..... Signed:..... *A Hay Davis*
(Chair of Governors)

To be reviewed:.....Autumn (2) 2026.....

"In our school, where everyone is special,
we will love and serve as Jesus taught"

"En nuestro colegio todos somos especiales.
Amaremos y serviremos como Jesús nos enseñó"

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St. Austin's School

Relationships and Behaviour Policy

*"In our school where everyone is special
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St. Austin's is committed to creating an environment where exemplary behaviour, underpinned by the Gospel values, is at the heart of 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. It has an emphasis on respectful behaviour building positive relationships and is underpinned by our mission statement.

Aims of the policy

- to build our community on the Gospel Values
- to create a culture of exceptionally good behaviour: for learning, for community, for life
- to ensure that all learners are treated fairly, shown respect and to promote good relationships
- to give first attention to those making the right choices
- to help learners take control over their behaviour and be responsible for the consequences of it
- to promote community cohesion through improved relationships
- to ensure that excellent behaviour is a minimum expectation for all.

What does this look like in each phase?

All pupils will be:

Ready – Are you ready?

Respectful – Are we being respectful?

Safe – Are we all safe?

All staff will:

- be ready, respectful, safe – simple consistent rules
- model positive behaviour and build relationships – adults are consistently respectful
- plan lessons which engage, challenge and meet the needs of all students
- ensure praise outweighs anything negative- first attention to best conduct
- meet and greet the children as they enter the classroom
- celebrate learners who go above and beyond
- be calm and reflect before going through the steps
- follow up incidents and engage in reflective dialogue with students
- always challenge poor behaviour choices.

Everyone is responsible for behaviour on the school premises.

Senior Management Team will:

- be a daily visible presence around the school
- support staff in managing learners with more complex needs or negative behaviours
- review provision for learners who regularly fall beyond the range of written policies.

Senior Leadership Team will:

- be a visible presence around school at lunch and break times
- celebrate staff, leaders and learners whose effort goes above and beyond expectations
- share good practice
- support middle leaders in managing learners with more complex or entrenched negative behaviours
- use CPOMs monitor behaviour policy and practice across the school
- regularly review provision for learners who fall beyond the range of written policies.

Recognition Rewards

“It’s not what you give but the way in which you give it that counts.”

- house points
- personal specific praise – from staff, class teacher, subject leader, SLT
- praise assemblies
- Gospel values certificates
- good work certificates
- pupil of the Week
- post cards sent home
- recognise children who go above and beyond
- reward the winning house at the end of half term
- headteacher awards – termly
- peer awards – termly
- SENCO informs parents via phone call/ email, praising children with complex needs

Environment

Celebrate and show images of children who are demonstrating the Catholic life and mission

House captains, role models and ambassadors displayed and recognised

Visual reminders throughout the school of RRS and mission statement

‘Recognition board’ to celebrate the children going above and beyond in school life.

Learners are held responsible for their behaviour:

1.Reminder –	<ul style="list-style-type: none">• Ready, Respectful, Safe message delivered quietly and calmly to the learner who is given the opportunity to reflect and make better choices.
2.Warning	<p>30 second intervention is a gentle, quiet approach, personal, non-threatening, eye level or lower.</p> <ul style="list-style-type: none">• State the behaviour that has been observed and the rule it contravenes.• Tell the child what the consequence is – refer to previous good behaviour.• Walk away and allow time for them to decide what to do next. <p style="text-align: right;">behaviour continues</p>

3.Caution	<ul style="list-style-type: none"> • The child is asked to speak to the teacher away from the others. • Reminder of expectations • Learner asked to reflect on next steps and reminded of previous positive conduct. • Missed learning, in minutes, is repaid • Final opportunity to re-engage with the learning and follow instructions. • If a child is placed in the behaviour book 3 times in a week then parents are informed and it is logged in CPOMs <p style="text-align: right;">Step 3 -Record in the behaviour book.</p>
4.Time Out	<ul style="list-style-type: none"> • Pupil moved away from their peers for appropriate time – minutes per age of the child. • This is followed by meeting with the child. <p>What's happened? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time?</p> <ul style="list-style-type: none"> • Reaffirm your commitment to building a trusting relationship. • Class teacher will take responsibility for leading their meetings, SMT will support when requested. • Parents informed via phone call or email. <p style="text-align: right;">Step 4. Record in behaviour book</p>
Continually breaches the rights of others, verbal or physical assault, defiance or continued determination in behaviour.	<ul style="list-style-type: none"> • Teacher consults with colleagues, support staff and parents. Behaviour / incident logs kept on CPOMS and reviewed with SLT. • Modified playtime privileges, time out, • Google doc to be used if required to communicate effectively with parents, • SENCO to refer to A Quiet Place. Removal of pupil for appropriate amount of time. <p style="text-align: right;">Involve SMT/ SLT , parent and other agencies</p>
Seriously violates the rights of others and shows no signs of wanting to improve e.g. abusive, poor effect on peers, uncooperative, verbal or physical assault.	<ul style="list-style-type: none"> • Teacher refers the problems directly to Senior Leaders who will consider action with HT in accordance with the appropriate policies, including the Restraint and Health and Safety policies. • After discussion with pupil and parents a suspension may be considered. • See Suspension Policy <p style="text-align: right;">Involve SLT/ HT, parent and other agencies.</p>
Permanent Exclusion	<ul style="list-style-type: none"> • Permanent exclusion is when a pupil is no longer allowed to attend our school. The decision to exclude a pupil permanently should would only be

	<p>taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.</p> <ul style="list-style-type: none"> • Please see exclusions policy
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Measures to prevent bullying in St. Austin's:

- talking to pupils about issues of difference, in lessons, through dedicated events and assemblies.
- creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.
- Our culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school.
- Showing respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest of the children.
- provide effective staff training.
- understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on.
- pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying

Confiscation of inappropriate items

It is within the power of a member of staff to confiscate, retain or dispose of an item so long as it is deemed reasonable. A member of staff also has the power to confiscate property, which may be deemed as inappropriate or a danger to other members of the school community.

- Alcohol
- Drugs and other substances
- Stolen items,
- Tobacco
- Fireworks
- Pornographic images
- an item which is **banned under the school rules**, all relevant circumstances should be taken into account.
- any weapons or items which are evidence of an offence must be passed to the police.

Power to use reasonable force.

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 in the classroom. Staff will be appropriately trained to ensure the health and safety of all concerned in the unlikely event of the use of reasonable force.

Positive Handling

If at any time there is the possibility of injury to the pupil, other pupils, staff, damage to property or good order prejudiced then positive handling could be used, whenever possible.

Any incident which requires positive handling of a child is done in accordance with DFE guidelines.

All incidents are recorded on a serious incident record and referred to senior staff and logged on CPOMS (Child Protection Online Monitoring System)

This policy must be read alongside:

The Behaviour and Discipline policy operates in conjunction with the following policies and guidance from the Local Authority:

- Anti-bullying policy and practices
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Staff Code of Conduct
- Attendance Policy
- Safeguarding and Child protection policy
- Equality and Inclusion Policy and Plan
- Accessibility Plan

Measures to prevent Bullying

[Preventing and tackling bullying \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Use of Reasonable Force

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Right to Search and Confiscate January 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching_screening_and_confiscation_advice_2014_updated_2018 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching_screening_and_confiscation_advice_2014_updated_2018.pdf)

Keeping Children Safe In Education

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Keeping_children_safe_in_education_2023.pdf)