



St Mary Magdalene's Primary School

Relational Behaviour Policy

Agreed by Governing Board on 10.2023

Policy will be reviewed by Oct 2024

Contents

- 1 Policy Overview**
- 2 Procedures for**
Relational Behaviour Policy in school
- 3 School Rules**
- 4 Class rules**
- 5 Regulate**
- 6 Relate**
- 7 Repair**
- 8 Informal Restorative Practices**
- 9 Formal Restorative Practice**
- 10 Anxiety Behaviours**
- 11 Defensive Behaviours**
- 12 Crisis Behaviours**
- 13 Children leaving school grounds without permission**
- 14 Bullying/Racism/Homophobia**
- 15 Restorative Questions**
- 16 Behaviour Charts**
- 17 Home-School Communication Books**
- 18 Internal Exclusion**
- 19 Fixed Term Exclusion**
- 20 Permanent Exclusion**
- 21 The Power to Discipline Beyond the School Gates**
- 22 Searching & Confiscation**
- 23 Other Relevant Policies**

implementing our

1 Policy Overview

Our Relational Behaviour Policy aims to reflect the Roman Catholic principles of love and forgiveness. It seeks to provide a safe, happy and inspiring place for staff, pupils, parents and visitors to grow in God's love feeling secure and respected. Effective relationships are built on the core values of Respect, Peace, Honesty, Friendship, Love and Justice and is written in accordance with our Mission Statement:

'Love one another as I have loved you.'

Our school exists to follow Jesus' teaching through our daily lives as we ask ourselves "What would Jesus do?"

All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. Adults help all children to understand and maintain our core values by providing opportunities to learn about their actions, both positive and negative, on others and the relationships to which they belong. Relationships can be challenging but as a school committed to Restorative Practice we aim to enable both staff, children and their families to resolve their own conflicts restoratively.

2 Procedures for implementing our Relational Behaviour Policy in school

Class Dojo

All staff use Class Dojo to reward positive behaviour, attitudes, following class and school rules, showing acts of kindness or following the school mission statement. The points are communicated to parents. The points will be reset weekly with the child with the highest number of points being awarded on a Friday during Celebration Assembly.

Adult Language (including body language and use of voice)

We are careful what we say and how we say it.

Respectful

Non-Judgemental - (Separate the deed from the doer)

Firm and Fair

Engage pupils in learning about the effects of their actions

Make sure the reason for a decision is always understood

Set clear expectations for the future

Restorative

To help pupils understand the effect of their actions and the importance of taking responsibility to make things right

3 School Rules

We follow SCHOOL RULES. These are on display in all school areas.

Work hard, Listen, Be kind and helpful, Be gentle, Be honest, Respect property and others.

4 Class rules

In September, every class establishes a set of class rules in conjunction with the children. We also focus on helping our children to understand what good manners look like and help them to see why good manners are important. All children and sign a Class Charter which is displayed in every class as a visual reminder for all.

5 Regulate

Relational interventions are specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.

Interventions that aim to repair damage caused by traumatic life experiences, through emotionally regulating, playful, enriched adult-child interactions.

6 Relate

Staff development and training in the art of good listening, dialogue, empathy and understanding.

Skills and resources made available to support parents and staff in developing empathetic conversations with vulnerable children who want to talk about their lives.

Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to share experiences through images as well as words. This may include the provision of different modes of expression, e.g. art, play, drama, music, sand, emotion worksheets or emotion cards.

PSHE (Personal, Social and Health Education) used to address aspects of developing mental health, mental ill-health, relationships, emotions, social media and tools for how to 'do life well'.

Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds.

Staff development and training to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children's negative self-referencing and helping them develop positive, coherent narratives about their lives.

A policy based on resolution and interactive repair (e.g. restorative conversations).

7 Repair

All language and practice provide the opportunities for everyone to:

learn about the effects of their wrongdoing or inappropriate behavior

Take responsibility for making amends to those they have harmed

Repair and restore the relationship with those harmed and the school community

8 Informal Restorative Practices:

Effective language used to provide immediate feedback to individuals about the effect of their actions (I feel....) and invite a response

Restorative Conversations – A structured conversation using open-ended questions that help individuals learn about the effects of wrongdoing with an opportunity to make things right

Impromptu Restorative Meeting – As a restorative conversation but involving 2 or more people

9 Formal Restorative Practice

Formal meeting – as an impromptu meeting but a more formal setting where all participants have been prepared before the meetings and have agreed

10 Anxiety Behaviours

These may include:

Rocking, tapping, swinging on chair, head on desk, finding it hard to co-operate or being sullen.

What will happen:

Acknowledge all low level behaviour

Read the body language of the child

Consider your own body language

Invite the child into your calm don't join them in their chaos

Use child's name to engage

Use reflective language... "I can see that... I notice... I am wondering... I imagine."

Use empathy "I understand this is hard for you.... That must be really difficult."

Match affect – use a low tone of voice

11 Defensive Behaviours

These may include:

Teasing, pushing, arguing, disrespecting school equipment, running in the corridor, destroying work, use of inappropriate language, disrupting the classroom as a one-off situation, refusal to follow instructions. (if the behaviour becomes unsafe respond as if it is a crisis behaviour).

What will happen:

Continue to use low level strategies if appropriate.

Consider phrases such as...

"what should you be doing now?,"

"Name, command, thank you"

Ask "what?" not "why?"

Give the child 2 choices (don't make these punitive, make them choices you are happy with)

Maintain high expectations and boundaries

Remind children of expectations

Ensure strong routines are in place

Use a sensory break for the whole class

Class reset

Remind children of natural consequences – eg refusing a lesson is going to make understanding the topic hard.

Give children a logical consequence – put right what went wrong. (children may need time to regulate before performing this consequence)

Restorative conversation with class staff.

Staff should use positive recognition to encourage and create a positive culture

12 Crisis Behaviours

These may include:

Serious vandalism, physical assault, swearing, fighting, disrespect to adults, racial abuse, bullying, leaving the classroom or school grounds without permission, putting others safety in jeopardy, severe disruption to learning.

What will happen:

The priority in a crisis is to maintain safety and calm the situation. This may involve the removal of a child from the classroom.

The child will then go through a process of regulating, relating and repairing.

The child will be taken back to class when safe enough to engage.

Continue to use anxiety and defensive strategies

Restorative conversation with class staff/SLT/Pupil and Family Support Lead

The purpose of these strategies is to ensure the child feels listened to heard and understood. We need to make the child feel safe enough to use their words. Reasonable adjustments should be made for children with SEND. For more individual responses see a pupils Resilience plan

Use of Reasonable Force (See Positive Handling Policy)

Under most circumstances, no member of staff should attempt to restrain a child who is being violent. In this situation, the rest of the class should be evacuated to another area, and a staff member should remain close at hand to observe the child until a senior leader arrives to deal with the child. The supervising staff member can observe the child from outside the classroom if they believe the child will attempt to cause them harm.

Physical restraint or removal of pupils from the classroom should only be performed by Safer Handling trained staff or Senior Leadership Team. However, staff do not need training or permission if a child's safety is in question. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

Committing any offence (or for a pupil under the age of criminal responsibility, what would be considered an offence).

Causing personal injury to, or damage to the property of, any person.

Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.

13 Children leaving school grounds without permission

If a child runs out of the school premises, Inform the Headteacher immediately and watch to see where they are heading. On no occasion should the child be chased, as this usually results in them running further away from the safety of the school. The Headteacher or Deputy Headteacher should be informed immediately and they will decide whether to pursue the child or call the police. The child will subsequently be counselled to discover the reasons for their behaviour, and their parents will be informed.

14 Bullying/Racism/Homophobia

We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to totally eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. A record is kept of all incidents of bullying on the cpoms system online. (See anti-bullying policy)

The definition of Bullying that we use in school is "Several Times on Purpose" (S.T.O.P)

Incidences of this nature are very rare and are dealt with in a serious way. However, bullying behaviours can often be apparent and need to be dealt with in an equally serious manner in order that they do not escalate further.

The school addresses the issue of bullying and bullying behaviour through the PSHE curriculum and assemblies.

If another child or something is upsetting a child. Remind them of these three things;

Stay calm

Walk away (politely)

Find an adult.

15 Restorative Questions:

Questions to be asked - to the person who has shown challenging behaviour:

What Happened?

What were you thinking 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?

Questions to those harmed by other's actions:

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What you think needs to happen to make things right?

16 Behaviour Charts

Behaviour Charts may be introduced, whereby a contract concerning a child's persistent behaviour is drawn up in consultation with the child. This will include mention of expected targets for behaviour, rewards/sanctions at home/school, where appropriate, to encourage a positive approach to the child's future behaviours in school.

17 Home-School Communication Books

Home/School books are sometimes introduced when it is felt that daily communication between home and school would be beneficial to a child's behavior. This will be set up in liaison with the class teacher, parents and child. Home/School books are usually set up alongside a behaviour chart where necessary.

18 Internal Exclusion

Children who have displayed persistently negative behaviours may be asked to work away from their classroom for a set period of time. This may take place in another classroom, the Headteacher's office or in a room which is separate to the main classrooms. Children who are subject to an internal exclusion will be fully supervised and parents will usually be informed.

19 Fixed Term Exclusion

We aim to limit exclusions from school and provide internal exclusions as outlined above, so that children can still access learning in school. However, there are times when exclusions from school become necessary.

A decision to exclude a pupil should only be taken:

In response to a serious breach of the school policy.

Persistent repetition of negative behaviours over a period of time.

If allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the Headteacher, or the Deputy Headteacher in the head's absence, can exclude a pupil. An exclusion can take place for a fixed period of up to 5 Days. Beyond this, provision for the child to be educated away from the school site should be sought.

20 Permanent Exclusion

A decision to exclude a child permanently is a serious one. It will usually be a final step in a process for dealing with disciplinary offences following a wide range of other strategies that have been tried without success. There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to exclude a child for a "one-off" offence. The statutory guidance from the Department for Education (DfE) is used in the case of permanent or fixed term exclusions.

21 The Power to Discipline Beyond the School Gates

Disciplining beyond the school gate covers the school's response to all non-criminal negative behaviours and bullying which occurs anywhere off school premises and which is witnessed by a member of staff or reported to the school. The Governing Body must be satisfied that the measures proposed by the Headteacher are lawful.

Any negative behaviours where the child is:

Taking part in any school related or school organised activity

Travelling to or from school

Wearing school uniform

In some other way is identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

Could have repercussions for the orderly running of the school or

Poses a threat to a member of staff, another pupil or member of the public or

Could adversely affect the reputation of the school.

As a result of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter.

22 Searching & Confiscation

The Headteacher and the Deputy Headteacher have statutory power to search pupils or their possessions, without consent, where they suspect a pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school discipline.

23 Other Relevant Policies: Inclusion Policy, PSHE, Safeguarding Policy, Staff Handbook.

