

St Simon's Catholic Primary School

*'Whatever you do, do it for the glory of
God.'*



Behaviour and Relationship Management Policy

The purpose of this policy for Behaviour and Relationships Management at St Simon's Catholic Primary is to assist the school in the fulfilment of its Mission Statement. It is our aim that each pupil will **STRIVE** to achieve the best outcomes that they can, both for the glory of God and the service of others.

The aim of this policy is to provide comfort and security for pupils and staff and a framework in which effective teaching and learning is possible.

We aim to:

- develop in all pupils the skills for living and learning and to involve them in a well-structured, relevant curriculum appropriate to their needs and ability;
- ensure that pupils will learn to have pride in their efforts, both academically and socially;
- promote the positive self-esteem, dignity and self-worth of each pupil;
- ensure that all members of the school, regardless of age, ethnicity, religion, belief, sexuality, gender or disability experience equal value as human beings and make a valuable contribution to the life of the school;
- establish and maintain a Restorative Approach to behaviour management that is consistent throughout the school;
- ensure that behaviours within the classroom facilitate the delivery of the school's curricular aims and the development of positive attitudes;
- ensure that pupils are equipped with the behaviours for learning which will enable them to be the very best that they can be;
- ensure that every member of the school behaves in a restorative manner with consideration and concern for others;
- ensure that parents are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

We believe that a clear, shared understanding of the school's values and ethos is a pre-requisite for the effectiveness of this behaviour policy.

Objectives:

The pupils and staff at St Simon's Catholic Primary School will:

- treat everyone with courtesy and consideration at all times;
- observe the high standards of behaviour of all adults working in the school, or visiting;
- be respectful, and obey instructions given by members of staff, including support staff and lunchtime supervisors;
- understand the need to move around the school safely and quietly;
- develop a sense of responsibility for their own behaviour;

- be given opportunities to contribute towards the drawing up of expectations for their own classes;
- be aware that good behaviour is appreciated and valued.

Expectations of Behaviour:

We endeavour to foster the following attitudes in all our pupils, heavily influenced by our **STRIVE** model:

- S**piritual - to show God's love in our actions.
- T**rusted - to develop secure relationships with others.
- R**esilient - to keep trying hard, learning from all experiences.
- I**nquisitive - to question and develop a thirst for learning.
- V**alued -to appreciate and respect ourselves and others.
- E**xceptional -to be the best version of ourselves that we can be.

These expectations for behaviour are discussed regularly- in classes with class teachers and in assemblies with the headteacher. This empowers pupils to have ownership of their class expectations.

We believe that the encouragement of good behaviour is the most effective and positive means of developing good members of a community. Sanctions are used where necessary and as appropriate to the pupil and the misbehaviour that has taken place.

Each school year, there is a focus on one element of our **STRIVE** model:

(2021-2022– S piritual)	(2022 - 2023 – T rusted)
2023 - 2024– Resilient	2024 - 2025 – I nquisitive
2025- 2026 – V alued	2026-2027– E xceptional

Prayer, liturgical prayer and assemblies focus on the value of the year and class teaching reinforces such value too, whilst appreciating and encouraging the other 5 important values where appropriate.

School banners and displays will represent the focus, linking to our curriculum vision.

All types of bullying, such as emotional, physical, prejudiced-based and discriminatory, sexual and cyber-bullying have a significant impact on others and are not tolerated at St Simon's. The anti – bullying policy highlights the measures we take, when such behaviours occur.



Roles and Responsibilities:

The promotion of positive behaviour is the responsibility of everyone involved with the school. There are, however, specific roles for different members of the school community:

The Governing Body – defines the framework of the school's behaviour policy by agreeing a statement of general principles, and oversees the Headteacher's maintenance of discipline in school.

The statement of behaviour principles, agreed by the Governing Body on 27/11/23 are as follows:

The Governors at St Simon's Catholic Primary School believe that high standards of behaviour lie at the heart of a successful school. Good behaviour enables pupils to make the best possible progress in all aspects of their school life. We value everyone as an individual, made in the image and likeness of Christ, capable of growth, change and development over time. Our relationships are underpinned by our STRIVE values: to be Spiritual, Trusted, Resilient, Inquisitive, Valued and Exceptional.

Staff and visitors set an excellent example to pupils at all times.

The behaviour policy is understood by pupils and staff and is applied consistently by all adults, to promote positive outcomes.

Relationships between school and home are positive, encouraging pupils to be the very best version of themselves that they can be.

In learning to take responsibility for their own actions, pupils are able to make more informed choices, leading to exemplary behaviour.

Visitors, pupils and staff are free from any form of discrimination.

Every pupil understands they have the right to feel safe, valued and respected, and learn, free from the disruption of others.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every three years.

The Headteacher – frames the policy to establish an environment that encourages positive behaviour, discourages bullying and promotes diversity. The views of all stakeholders are taken into account when formulating and reviewing the policy and the Headteacher publicises the policy to parents, pupils and staff at least once a year. The Headteacher ensures that those supply and other temporary staff employed to work at the school are appraised of the policy. With other members of the Senior Leadership Team, the Headteacher organises support for its implementation and ensures that the standards and the upholding of this policy are consistently applied throughout the school.

The Headteacher will always support staff, providing that they have acted in line with the aims and practice of this document. In the absence of the Headteacher, the same support can be expected of the Deputy Headteacher or other members of the Senior Leadership Team.

All school staff – ensure that the policy is consistently and fairly applied to all groups and communities, and that pupils are taught how to behave well. They provide each other with encouragement and support and model the high standards of behaviour expected by pupils. All staff work to reinforce a Restorative manner at all times, as well as using a Restorative Approach for resolving incidents. The Governing Body, Headteacher and staff ensure that all aspects of our school's Behaviour Management policy and its application promote equality for all pupils. This is backed up by monitoring of rewards and sanctions to ensure that their distribution does not detract from the principles of equal opportunities.

Pupils – are encouraged to promote high expectations of behaviour. They are expected to seek to resolve minor incidents using strategies and initiatives they have been taught through Circle Work. They also have a responsibility to report incidents of bullying and other poor behaviour. Some pupils from Y1 -6 are trained as Restorative Ambassadors, and carry out Restorative meetings with other pupils to resolve low level incidents.

Approved by the Teaching & Learning Committee on 8/11/23.
To be reviewed in the Autumn term 2026.

Parents and carers – must take responsibility for their child's behaviour inside and outside of school, working in partnership with the school to maintain high standards of behaviour, and contributing to the policy through consultation.

The Local Authority – will develop and maintain a network of support structures that will help schools move towards increased inclusion of pupils with behavioural difficulties. It will support schools to raise the educational achievements of all pupils, including Looked After Children, traveller children, pupils from minority ethnic backgrounds and pupils who are re-integrating into school. It will facilitate an effective training programme for staff in schools aimed at developing strategies which promote good behaviour management and which support the regular updating and development of skills. The Local Authority will work in partnership with other agencies. The Local Authority aims to work towards a Restorative Authority, and works alongside the school in promoting this approach.

Whole School Strategies:

Good, quality first teaching is the responsibility of every class teacher to ensure excellent behaviour management strategies are an integral part of every lesson. This includes appropriate differentiation to meet the needs of every pupil in the class.

All strategies aim to promote a Restorative Approach:

- Use of 'Circles' to discuss issues and themes which form part of the school's PSHE programme of work, and to learn coping strategies;
- All classes display and follow the class expectations for learning. They celebrate success and explain sanctions if they continually fail to meet these expectations. Displays also help develop self-esteem through demonstrating the value of every individual's contribution.
- All staff use the 'themes of the Restorative Approach'. They are all trained in using these questions when dealing with an incident of inappropriate behaviour:
 1. What happened?

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2. What were you thinking when it happened? What did you feel inside when it happened?
 3. How are you now? Who else has been affected?
 4. What do you need to feel better?
 5. What needs to happen to put things right?
- Classrooms are organised to develop independence and personal initiative. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption.
 - Teaching methods encourage enthusiasm and active participation for all. Lessons aim to develop the children to work and play in co-operation with others.
 - Regular assemblies to highlight good behaviour;
 - School ensures that staff have up to date Team Teach training. This is a holistic approach to promote positive behaviour and to equip staff with de-escalation strategies to enable them to effectively manage more challenging behaviour.

Procedures

Rewards

House Points System:

Every pupil in the school is in one of four teams- 'houses': St Andrew (blue), St David (yellow), St George (red), St Patrick (green). House points are awarded for demonstrating the STRIVE values. Each week points awarded in class, in the playground and around school are added up and then a weekly house winner is awarded the house trophy decorated with the relevant colour ribbon. The STRIVE value, that has received the highest overall points is also recognised and celebrated by all. Points are accumulated over each term and the winning house gets a reward, in consultation with the school council. The reward is planned in advance to give the children something to work towards.

Approved by the Teaching & Learning Committee on 8/11/23.
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Positive Behaviour:

St Simon's Superstars Awards:

Each teacher nominates one pupil each week for a Superstar Award which, is presented every Friday. Achievement is linked to the **STRIVE** values. Teachers must submit their winners, via Arbor, by 4.30pm each Thursday afternoon to the Headteacher, to allow sufficient time for certificates to be written. A record is maintained on Arbor.

STRIVE Awards:

Each teacher nominates one pupil each week for a **STRIVE** Award which is presented every Friday. The **STRIVE** award is in the form of a navy blue hoodie / sweatshirt with our STRIVE logo emblazoned. Children get to keep the hoodie for a school week and are able to wear it to replace their red school jumper / cardigan each day. It must be returned to school the following Friday morning. Achievement is linked to the **STRIVE** focus of the year. A record is maintained on Arbor.

Each class has a **STRIVE** poster within their classroom that is referred to regularly as a reminder to the children to try to be the best version of themselves that they can be.

Class dojos:

Each child is assigned a dojo image which is an alien emoji, displayed on their classroom interactive whiteboard each day. Dojos can be awarded by any adult in the school if the child is seen to have displayed positive attributes, encouraging them to develop their personal qualities. Demonstrating showing respect, listening to others, being kind and helpful, working hard, looking after property and being gentle are examples of when dojos may be awarded.

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The class dojo system also allows parents and teachers to communicate regularly in a safe, confidential way; allowing any situations that may have arisen to be dealt with quickly and effectively. Teachers can share individual, group, class and whole school achievements with parents through this system, focussing on a positive approach to behaviour management and educational development, whilst building and promoting respectful partnerships between home and school.

Individual Class rewards:

Each class also has their own rewards systems in place, allowing the children's best efforts to be acknowledged and enabling them to receive positive consequences for such actions.

EYFS

In our Nursery setting, we reward the positives and focus on our **STRIVE** values. We communicate positive and negative behaviour with parents either face to face at the end of the day/session and via Class Dojo if necessary.

In reception we use house points as rewards and stickers.

Sanctions:

Unacceptable behaviour is dealt with in different ways depending on the incident. Teachers know the children in their classes well and they use the restorative approach to discuss with the child what will happen as a consequence of the wrong choices that are made. Such sanctions may be to miss part of a break time, to write a letter of apology, to create a sorry card or picture. No one sanction is suitable for all children and children are given opportunities to reflect and make alternative choices before sanctions are imposed.

For EYFS children whose behaviour is not in line with class expectations, they are given thinking time straight away within their setting and positive behaviour is constantly reinforced.

Approved by the Teaching & Learning Committee on 8/11/23.
To be reviewed in the Autumn term 2026.

Falling out and disagreements at playtimes may be dealt with by our 'Restorative Ambassadors'- trained pupils who are able to deal with low-level incidents.

More serious incidents of bullying and verbal abuse are dealt with, in greater depth, by members of staff who are trained in using Restorative Approaches. Staff record such incidents on the Restorative proforma on the google drive. Parents will also be informed if a significant Restorative meeting has taken place, and there will be follow up meetings in the following weeks.

When there has been a serious incident, the Headteacher or other senior member of staff is informed immediately and they will contact parents. Such incidents may include, for example: fighting, stealing, running out of school, racist, homophobic, hate or disability bullying, drug-related or sexually explicit incidents, hitting adults, physical and aggressive verbal threats to adults, damage to property.

Serious incidents will be dealt with on a case by case basis, and may lead to a fixed term or permanent exclusion.

In cases of need, teachers or support staff send their ID badge, with a red card to the office and assistance will come immediately.

In an attempt to implement immediate consequences to challenging behaviour, an internal isolation may be actioned. A child may be expected to work away from his or her peers in an area supervised by an adult. For the remainder of the day the child is taught in a one to one setting and will experience break and lunchtimes away from his/ her peers.

In cases where individual pupils experience difficulty with behaviour in school, and little progress in modifying their behaviour is noted, following the consistent use of the school's normal range of rewards and sanctions, the pupil will be considered for a specific programme of behaviour support, or work with the

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Behaviour Support Service teacher. This is always done in consultation with the SENDCO and with parents. There are times when school may involve outside agencies with behaviour support.

Parent Partnership:

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the pupil in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil's welfare. Parents will be consulted about any strategies school puts in place to support their child, in the first instance. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation and to be part of the supportive process. Any further disciplinary action will always be discussed with the parents or carers.

Lunchtime:

Our teaching assistants, who support in the classrooms during the day, supervise the children during the lunchtime period. They know the children well

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and promote positive behaviour at all times throughout the session. House points are awarded to children who are modelling **STRIVE**, in line with the whole school system. Lunchtime rules are displayed in the classrooms and on the wall of each Key Stage playground. Each week, children are identified by the TAs for their exemplary or improved behaviour in accordance with the rules. These children are awarded a blue **RESPECT** hoodie on a Friday, which can be worn instead of their normal red jumper or cardigan the following week.

Any unacceptable behaviour at dinnertimes or playtimes is dealt with by the staff on duty, using our restorative approach, which results in appropriate consequences being given according to the incident. Information will be passed on to the class teacher by the supervising adult for recording purposes, but it is expected that issues will have been resolved.

A member of the leadership team will be on hand to sanction a child who displays defiance to any Teaching Assistant who is dealing with unacceptable behaviour.

Exclusions:

Individual, fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Longer exclusions will only be issued in response to very serious incidents.

Permanent exclusion is the most serious sanction the school can apply in response to breaches of the behaviour policy. It will usually be used only as a last resort when a range of other strategies has been tried without success.

Exclusion is not seen as a process for learning but rather an opportunity to put reasonable adjustments in place and for the school to reassess the situation.

Regard will be given to the guidance from the LA and the DfES on exclusion, and, where necessary, advice will be sought from the LA before issuing an exclusion.

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A senior member of staff must be involved in the application of any of the sanctions for serious misbehaviour and only the Headteacher (or Deputy Headteacher in the absence of the Headteacher) may decide to exclude a pupil.

The decision to exclude a pupil will be taken only in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would pose a serious risk to the educational or welfare of the pupil or others in the school.

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of the pupil concerned or others in school.

Unacceptable behaviour that **may** result in exclusion include:

- Physical assault
- Verbal abuse/threatening behaviour
- Bullying
- Racist abuse/harassment
- Sexual misconduct
- Damage
- Theft
- Drug and alcohol related incidents
- Persistent disruptive behaviour

Permanent exclusions will normally be used as the final step in a process for dealing with disciplinary offences when a wide range of other strategies has been tried without success.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a pupil for a first or one-off offence. Such circumstances might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying or taking an illegal drug
- Carrying an offensive weapon

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These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

On making the decision to exclude, the Headteacher will follow the procedures laid out in the guidance produced by the Local Authority and the DfE and will seek the advice of the Local Authority where necessary.

Parents/carers will be informed of the actions taken.

In the event of an exclusion, a Restorative Meeting will be offered to the family in order to repair and restore any harm caused.

Care and Control:

The school adheres to the Stockport Local Authority Care and Control Guidance 2014.

In line with Section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Recording and Reporting of Incidents:

Any significant Restorative discussions or meetings are recorded and stored on the school's secure google drive.

The reports that the school sends to the Local Authority are listed below:

- **Accident/Incident Report Form (RIDDOR):** The school is required to complete a form following a reportable accident or incident resulting in injury that occurs in school, and return a copy of the Health and Safety Team at the Local Authority. The school retains a copy.

Approved by the Teaching & Learning Committee on 8/11/23.
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- **Exclusion Notification Form:** An exclusion notification form is completed and signed by the Headteacher following every exclusion issued. This is sent to the Education Officer (Inclusion) at the Local Authority, who monitors all exclusions, notifies other relevant services of exclusions where appropriate, and produces annual statistics on the number of exclusions in the borough.
- **Hate Incident Report Form:** This report form is completed and returned to the Local Authority's Inclusion Support Team following every incident deemed as a hateful nature that occurs in school. The form does not identify either the victim or the perpetrator of the Hate incident.
- **Physical Intervention Reporting Form:** A report form from the Care and Control Guidance is completed and kept securely in school. A copy is returned to the Inclusion Support Officer at the Local Authority following every occasion where a member of staff has physically intervened with a pupil.

Monitoring & Reviewing:

Any issues with behaviour are discussed with the appropriate members of staff at the earliest opportunity. Informal discussions may be held with the SENDCO, which may inform planning or classroom management. Home/School diaries are used to maintain a good communication channel with parents & families where needed. The Behaviour Policy is reviewed every two years, with all the staff and Governors having an opportunity to contribute to discussions. Pupils, parents, staff and Governors will be consulted about any proposed changes to the published documents.