



# St Nicholas

## Catholic Academy

**“Our Catholic School is a diverse, nurturing and dynamic community which is faithful to Jesus, welcoming to all and provides a learning environment where everyone can succeed”**

# Behaviour and Relationships Policy 2024





## **St Nicholas Catholic Primary Academy**

### **Behaviour and Relationships Policy**

#### **Philosophy**

St Nicholas Catholic Primary Academy offers a positive, safe learning environment for our community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of the potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

#### **Aims**

In order to fulfil this policy, all staff involved will be guided by the following principles:

- To understand and value the whole child as an individual with individual needs.
- To expect high standards of behaviour at all times.
- To be firm, fair and consistent with an awareness of particular circumstances where appropriate and home background.
- To encourage positive self-esteem through praise to build confidence.
- To set a good example and be positive role models in a happy and secure environment.
- To give the children opportunities to take responsibility for themselves and for others.
- To encourage independence of thinking and learning.
- To encourage Growth Mindset/Metacognition.
- To consider Trauma Informed practice.
- To be aware of emotional intelligences.
- To be emotionally intelligent.

We aim to support the **relationship** between children and key adults with the goal of improving children and young people's ability to manage difficult feelings and ultimately behaviour! It is an emotionally intelligent philosophy or style, a 'way of being' rather than a discrete programme.

#### **Strategies include:**

- recognising and working with each child's unique emotional style, this might mean that different tactics are necessary with different children.
- adults recognising the emotions that children are feeling, acknowledge these to the children and teach them problem solving skills.





- Helping the child label their emotions, communicate empathy and understanding;
- Sets limits on behaviour – if necessary. **Connect before correct**
- Awareness of growth mind set compared to fixed mind set.

## GROWTH MINDSET      FIXED MINDSET



### School Core Principles and Expectations, Rewards and Strategies

This consists of 3 sections.

The content of each section should be shared with children and displayed in large format at the front of the class. The principles are displayed around the school as a reminder to our school community.

#### School Core Principles and expectations

*At all times in all areas of school we will observe our school values/Code of Conduct:*

1. **T** – Travel: around school sensibly (no running). Line up correctly and no pushing.
2. **H** – Hands: raise your hand if you want the teacher's attention.
3. **I** – Instructions: you must follow what your teacher is asking of you.
4. **N** - Noise Level: We must use our indoor voices, during Assemblies and travelling around school.
5. **K** – Kindness: Kind hands, Kind words and Kind thoughts.

**Team Stop Signal:** *Teachers must use this in all areas of school and on visits*

When the Teacher holds their hand in the air all children must.

1. Raise one hand in response.
2. Check your partners and your table.
3. Eyes locked on teacher.
4. Sit up tall.



5. Lower your hand and be ready to listen.

### Rewards and Praise

In St Nicholas' we aim to recognise, acknowledge and celebrate good behaviour, effort and achievement, regardless of ability.

All positive contributions to school life are praised; progress, improvement, team work, sustained effort, and helping others, are all rewarded along with academic achievement.

We also have some standard rewards across the school which are embedded in our school life;

- Verbally praise the children who are displaying appropriate behaviour
- Children are given individual 'Dojo Points' which also contribute to their house teams points;
- Class Dojo Points for to work towards 'Class Champion' points
- Each week we nominate a child from each class to receive a 'Star of the Week' certificate and various focus awards are given in the school Meeting. *There will be group photos of all the children of the week put on our social media platforms.* Letters are also given to parents to celebrate the selected children from each class on a weekly basis.
- "Golden Learners". This will be a termly event to recognise children who have made and sustained a great contribution to their learning and school. Two children will be chosen from each class and their teacher will write a paragraph explaining what makes this pupil really shine as a learner.
- 'Head Boy and Head Girl'. This is a yearly Award for children leaving Year 5 and entering Year 6 who have made and sustained a great contribution to their learning and school throughout their school career.

### Strategies:

- *We all need to be positive role models* in the way that we talk and behave with children and each other.
- It is important that we know our children, their family circumstances and any other specific needs. This does not mean that we excuse poor behaviour, but that we are better placed to support each child who needs help to improve their own.
- Trauma Informed teaching strategies build safety in the classroom through consistency, structure, compassion, and understanding. New learning and behaviour cannot take place if a child does not feel safe.
- Our use of language is crucial. Specific positive praise and encouragement must always outweigh





criticism and negative comment.

- Engagement in lessons is crucial: Curriculum, planning, lessons and classroom organisation need to be planned carefully so that we do not inadvertently set up negative behaviours.
- PSHE Programme language has to be used to recognise emotions and develop problem solving in pupils.
- Teach children to be confident communicators
- Aim to catch children showing positive behaviours
- We must always respond to situations calmly and speak politely.
- We must always demonstrate fairness and consistency.
- On occasions, we will need to support pupils who need help learning good behaviours.
- Ensure children feel valued; their views, opinions and feelings matter.
- Use regular verbal and non-verbal praise and affirmation;
- We must be aware of positive body language;
- Implement a daily system to recognise and promote positive behaviour. Friday draw prize, individual Dojo's and class champion Dojo's. It is imperative that pupils are recognised for their good and improved behaviour choices and this is shared with parents regularly either verbally or in writing.

## **Behaviour Management Steps**

### **Give a clear verbal reminder**

Give a clear reminder with guidance of expected behaviour stated clearly, e.g. reminder of the class rules. In this instance, maximum emphasis needs to be placed upon the child improving the situation themselves by behaving appropriately.

### **Sit the child away from the main group**

Moving a child within the class, possibly to work alone, if appropriate. This may be a pre-emptive measure thinking about does the child need a sensory break, a calm space or cooler space etc. It may also be necessary to sit the child away from others e.g. partner classroom, breakout room in order to remove their 'audience' or to give them time to think about their behaviour. Once again, a focus for the child should be how they themselves can improve the situation. Before returning to the group, reflection and discussion about the behaviour with the teacher/TA should take place.

### **Restorative/Fix it Conversations**

Staff will give quality time for a conversation that sends a strong message of care to the student. It is vital that the child and adult are in agreement that they feel ready to talk in order to restore relationships. This process will give the student an opportunity to say what happened / give the student a voice and communicate to the student how it made them, the adult and others feel. They will reiterate the high expectations and they will create a plan together that sets the student up for





success ([using Behaviour Reflections Sheet. This should be used for minor and infrequent behaviour issues](#)) ([see appendix 1](#)).

### Report poor behaviour to parents

Restorative plan sheet is shared with parents preferably on the day or as near to it as possible and plans are shared on Arbor or ***If this is a safe guarding issue then on CPOMS too***. It is vital that parent's input is used positively at an early stage, as they hold a key role in the support process to encourage good behaviour. They may also be able to bring a new understanding of events to the situation. It is vital that parents are involved and informed when things are ***going well too***, and that positive information goes home on a regular basis. Any meetings with parents should be shared on Arbor or CPOMS as mentioned above.

### Referral to Manager in each Phase

*Mrs Strode: Phase 1 – EYFS, Year 1, Year 2 and Year 3*

*Miss Walton: Phase 2 – Year 4, Year 5 and Year 6*

The Manager in each Key Stage can decide upon additional action to take. This should only happen after the above has been tried several times and has failed to make a significant positive impact on the child's behaviour. This will include the child verbally reporting on a daily basis to the allocated manager. If there is no improvement in that week, the manager will consider alongside the teacher recommending and supporting a [Stage 1 Behaviour Support Plan \(appendix 2\)](#), which can last for 6 to 8 weeks in order to change and embed behaviours and attitudes.

### Referral to the Deputy or Headteacher: [Stage 2 Behaviour Support Plan \(appendix 3\)](#)

The Head or Deputy will deal with serious behaviour. Once again, this referral may be due to the above actions repeatedly being used with no apparent improvement to the child's behaviour. There may be circumstances that are extremely serious (such as bullying, racist remarks, or violence towards an adult in the school) which would require the immediate attention from the Headteacher or Deputy Headteacher and would usually result in the parents being contacted.

### The Use of Exclusion

There are various forms of exclusion which include:

- Exclusion from a lesson
- Exclusion from a break or lunch time
- Exclusion from their own classroom
- Fixed term exclusion from school

A decision to exclude a child for a fixed period or permanently will be a last resort and if there is evidence that all other strategies have been employed and have not resulted in the required improvements. Following DFE guidance an external exclusion will only be made by the Headteacher or Deputy Headteacher in their absence. Before the decision is made the Headteacher takes the following steps:

- Consider all relevant facts
- Allows the child to give his/her version of the facts
- Consults the child's Parent/Carer

The Headteacher will in turn inform the Chair of Governors of the decision to exclude. The Headteacher will inform the parents by phone of the decision to exclude, and confirm the exclusion in writing.

Parents do have the right to appeal to the Governors against the decision to exclude the child if the child is excluded for more than five days. If parents wish to appeal against a decision to exclude, they will be assisted in the appeal process.

**The above is for consideration and does not indicate that a restrictive, defined, stepped, approach will always be used. Judgement will always be used to ensure the approach used, suits the needs of the situation. Sanction will be given in line with the degree of the misdemeanours.**

See also: [Liverpool Behaviour Intervention Framework – Appendix 4](#)

#### Understanding the root causes of negative behaviours:

A key to appropriate support for children lies in an understanding of the reasons why negative behaviours may occur (Trauma Informed). Each child comes to school with individual experiences and needs. We are aware that a wide range of factors will affect individuals. Some of these factors will affect the child for life, whereas other difficulties will be temporary. Our school has control over a fraction of these factors, and so it is vital that the school's input is effective, appropriate, positive and consistent.

#### Strategies to prevent / reduce difficult situations occurring:

The school will pursue strategies that encourage children to take responsibility for developing good behaviour. The following are examples of these strategies:

- Collective Worship (spiritual and moral development)
- Circle time
- Playground Buddies/School Mentors/Prefects
- School Council's input to resolve issues
- Stimulating lessons / tasks to meet the needs of individual children
- Parental involvement
- School Meeting Awards
- Mindfulness
- Class Dojo points
- Class Champion
- Individual targets / reward system



**Dealing with Conflict Resolution (see appendix 5 – Conflict resolution in 3 steps)**

All children from time to time have conflicts over a range of issues. It is vital that these are dealt with in the proper way (use appendix 5). This method should be used when dealing with all nature of conflicts, serious and minor.

**Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

**Bullying can include:**

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

If there is an incident that the school deem to be bullying:

**Members of staff will:**

- Decide upon a good time to deal with the issue.
- Listen to all parties concerned individually and record in brief or report important details. Use open questions and deal with the primary behaviour.
- Report on Arbor and CPOMS
- Assure the children that the situation will be dealt with until it is resolved.
- Make the children aware of the consequences of their actions and the rules they have disregarded.
- Involve and work with parents to resolve the situation.







### Dealing with Racism and Racial Incidents in School:

We work hard to establish positive relationships and a happy and secure learning environment, and therefore racial harassment of any kind will not be tolerated. Sanction will be given in line with the degree of the misdemeanours. Our programme for personal and social education will also confront racist attitudes; any racism will be reported on CPOMS, Arbor and the SLT. Parents will also be informed and support given.

### Control and Restraint:

In exceptional circumstances it may be necessary to use reasonable force to restrain a child or to remove them from an area of the school where there is immediate / high risk of injury. The law requires that force should only be used when other approaches have been tried and that all practical methods to de-escalate the situation have been employed. All the staff within the school are trusted to use their professional judgement and the degree of force must be in proportion to the circumstances of the incident.

A senior member of staff must be informed immediately and the incident must be logged on CPOMS and parents informed.

### When should control/ restraint be used?

*There is a variety of situations in which reasonable force might be appropriate or necessary to control or restrain pupils.*

Teachers are generally permitted the use of reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The DfE guidance on the 'Use of Reasonable Force' provides that teachers can use reasonable force:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- to restrain a pupil at risk of harming themselves through physical outbursts.

The statutory provisions can apply when a teacher or other authorised person is:

- on the premises of the school or
- elsewhere at a time when, as a member of school staff, he or she has lawful control or charge of the pupil concerned, for example, on an out-of-school activity

### What should a member of staff do to control a child?

*All staff should take the following steps:*

- Stay calm/ attempt to keep their voice quiet / speak slowly/ stay in control of themselves.





- Give time where appropriate for the situation to de-escalate.
- Give the child clear instructions.
- Call for assistance from another colleague. (SLT/ Or a colleague who knows the child well).
- If possible-remove child from situation/their peers/ failing that remove the remainder of the class to a safe location.
- A clear verbal instruction to stop dangerous or threatening behaviour should always precede any physical Intervention

***Physical intervention may include: (Taken From DFEE Circular 10/98)***

- Blocking a child's path
- Holding a child's hand
- Moving two children apart
- Leading a pupil away from a situation
- Shepherding a child out of a situation by placing a hand in the centre of the pupil's back
- Restraining a child from behind by holding their hands
- All intervention will be carried out in a skilled and controlled manner.
- A written record must be made of all incidents involving use of physical restraints and record on CPOMS.

**Any physical intervention will be an absolute last resort.**

**Action in Self Defence**

Staff have a right to defend themselves against an attack, providing they do not use disproportionate force to do so.

**Children with Social and Emotional Difficulties**

It is recognised that some children do suffer from behaviour and / or mental health difficulties and need very specific guidance and management of their behaviour. Set out below is guidance for teachers to follow on how to deal with the behaviour these children display.

**Key Points:**

- A working relationship is established with the child.
- The teacher does not take the child's behaviour personally.
- The teacher clearly communicates in a direct discreet way, using straight forward language.
- The teacher will make polite suggestions rather than demands.
- The teacher will remain calm and try not to get into a critical or cross mode.
- The teacher will try to ensure the work is broken down into small achievable steps that



allow frequent opportunity for reviewing progress/giving encouragement and rewarding success along the way.

- The teacher will avoid allowing the child to become over dependent on him/her and will expect the child in time to cope alone without him/her using a teaching assistant where necessary.
- The teachers will be positive in their approach. They will look for good things that are happening or about to happen. The child's self-esteem will be built up by celebrating their strengths.
- If a child displays angry outbursts, the child will be given time to restore his/her dignity.
- Clear boundaries will be established for the children. The teachers will check that the children understand those boundaries, the rewards and the time-scale of the work expected.
- All staff should be role models and demonstrate the standards of courtesy expected from the children (THINK)
- Staff should be consistent with the use of positive reinforcement – 'I am pleased to see Joe is working quietly'.
- Staff should make sparing use of consequences. (These should be phrased in positive terms) Private rather than public whenever possible.
- Continually observe and scan the behaviour of the class.
- ***Good attendance and punctuality will be promoted and praised during Assembly.***

The above is for consideration and does not indicate that a restrictive, defined, stepped, approach will always be used. Judgement will always be used to ensure the approach used, suits the needs of the situation.

### Monitoring Children with Emotional and Behavioural Difficulties

It may be necessary to monitor a child with EBD. A Behaviour Support Plan should be in place if individual input is required to amend a child's behaviour. This must be done on a daily basis if support is to be sought. Evidence can then be presented to the SENCO/Senior Management team if support from outside agencies is to be sought. Parental input is critical. Rewards and Consequences will be given at home as well as in school.

### Transfer of Discipline Records to Secondary Schools

Records for all children will be discussed at transition meetings and appropriate documentation transferred.

### Review and Monitoring of Policy

This policy will be reviewed using a consultative process that identifies teacher and pupil feedback once per year and any amendments will be agreed by the governing body.




This policy should not be considered in isolation and should be read in line with the other policies of the school.

**Appendix 1 – Behaviour Reflections Sheet**

Name:	Date:	Year Group:
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**What I chose to do: circle what happened**

						
To not be safe	push	shout	kick	poor learning behaviours	hurt others	be un-kind

Think about how these behaviours made people feel.

You	Other children	Adults
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Think about why you have made those behaviour choices and how you feel about them now.

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Next time I will:**

						
breathe	take a break	use a fidget	count	think	be kind	talk calmly/ get adult help



Plan for improvement:

I will

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Signed Child:

Signed Adult:

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**Appendix 2 – Stage 1 Behaviour Support Plan**

Child Name:	Plan Number:
List those involved in support plan:	Date:



**Assess**

What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i>	What do you think might be causing those behaviours?



**Plan**

Write up to two targets for the student to work towards. <i>Use the format <b>when... instead of... I will...</b> Be as specific as possible.</i>	What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.</i>

Review date: No longer than 6-8 weeks from today	
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**Review**

Date:
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What impact did the plan have on the behaviours specified above? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?
  	Plan was effective – student no longer requires support ( <i>plan discontinued</i> )
  	Plan was effective – continue support at current level ( <i>renew plan or write new plan at this level</i> )
  	Student requires additional support ( <i>write plan at Stage 2</i> )



**Appendix 3 – Stage 2 Behaviour Support Plan**

Child Name:	Plan Number:
List those involved in support plan:	Date:



**Assess**

What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i>	What do you think might be causing those behaviours?



**Plan**

Write up to three targets for the student to work towards. <i>Use the format <b>when... instead of... I will...</b> Be as specific as possible.</i>	What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a1:30 adult:student ratio.</i>
1	
2	
3	

**Home Strategy**

What strategy will be implemented at home to support the student?	
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**Group Work (Adult led intervention)**

What will be the purpose of the intervention ( <i>e.g. improve interpersonal skills, emotional self-regulation</i> )	
How will the success of the intervention be measured?	
Which adult will run the intervention? Where will it be run? When (day and time)? How long will the intervention run for?	





**Environmental Changes**

What environmental changes will be made to support the student?

**Other Support**

If necessary, write any further support to be offered below.

Support	Purpose

**Impact measurement**

How will you measure the impact of the intervention? Incorporate an objective, numeric measure.

Review date: No longer than 6-8 weeks from today	
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**Review**

Date:

Indicate progress achieved towards each objective

	Not achieved	Some progress	Achieved
1			
2			
3			

Parental Views

What impact did the plan have on the behaviours specified above? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?
	Plan was effective – student now requires less intensive support <i>(write plan at Stage 1)</i>
	Plan was effective – continue support at current level <i>(renew plan or write new plan at this level)</i>
	<b><u>Student requires additional support</u></b> <b><u>Referral to behaviour team – behaviour passport</u></b>





Appendix 5 – Conflict Resolution in 3 steps

# Conflict Resolution in 3 steps



**1 Self-Check**

Ask yourself, "Are you ready and willing to solve this problem?"  
Give yourself time to calm down if you are too angry or upset to deal with the conflict. You'll know you are ready if you can follow these rules:

- No fighting/arguing.
- Listen and don't interrupt.
- Be honest.

**2 Honest Communication**

Use sentences beginning with 'I...' to tell your side of the story and make sure you listen to everything that the other person has to say. Remember, everyone's point of view is different and it is OK to disagree!

Remember: Don't start arguing about who is right or wrong. Conflict resolution is about listening and understanding to try and come up with a solution to the problem.

**3 Find a Solution**

What can each person do to solve the conflict? Discuss as many solutions as possible before coming to an agreement or compromise on one. Then write a plan of action and make it very clear for each person.

Remember: If you are struggling to solve the conflict on your own, you can ask a peer mediator or adult to help!

