



## St Joseph's Catholic Primary School

# Relational Behaviour Policy

We believe that:

- if we nurture gratitude in our pupils, they will practise generosity;
- if we nurture attentiveness in our pupils, they will practise discernment, make good decisions in their lives and accept responsibility for their actions;
- if we nurture compassion and love in our pupils, they will treat others with respect and they will learn to empathise with those who suffer poverty, injustice or violence;
- if we nurture faith and hope in our pupils, they will have the confidence to contribute positively to the communities in which they live and inspire others to be hopeful for the future;
- if we nurture eloquence and truthfulness in our pupils, they will be honest and respectful in their relationships with others;
- if we nurture wisdom and a desire to learn in our pupils, they will use their gifts and skills for the benefit of others and will contribute positively to others' lives;
- if we nurture curiosity in our pupils and engage them actively in their learning, they will become lifelong learners who are tolerant and respectful of difference and diversity;
- if we nurture a strong conscience in our pupils, they will have the confidence to lead by example, reflecting God's love to others and striving for harmony and equality in the communities around them

### Mission

At St Joseph's Catholic Primary School in Banbury, we believe that every child is a unique creation made in the image and likeness of God, uniquely precious and uniquely gifted. We believe that every child is **"called by name"** with a special service or gift to bring to the world and that we are entrusted with the development, nurture and safeguarding of every aspect of all our children.

### Summary

Our Mission teaches us that every person has value, every person must be treated with respect, every person has an inherent dignity, not because of what they achieve, not because of their status in life but simply because they are. (*Catholic Social Teaching: The Dignity of the Human Person*)

We believe unconditional positive regard is the foundation of all our relationships within our community. We understand that communication is vital to building relationships and that our behaviour communicates our feelings. We believe that everyone deserves kindness and is loved. With this in mind, we follow the PACE approach using Playfulness, Acceptance, Curiosity and Empathy to deal with any negative incidents.

As each child is an individual, so each incident is treated on its individual merits, helping us build a picture of the individual and developing our approach to them. Parents and carers are a crucial part of this process and are involved when it is necessary and appropriate.

### **Our Adults in school**

Every adult in the school has a duty to approach every situation with kindness, explore what has happened and ensure every voice is heard. We believe in connection not correction, we model and teach recognising things have gone wrong and repairing relationships to help us move forward. Adults support each other in managing relationships, asking permission from each other before intervening, and ensuring clear, calm, kind communication with the child at all times. We aim to create active, positive citizens of the world and so our adults are active, at all times, in modelling unconditional positive regard, using the relational approach and engaging with any individual needing support.

We expect our adults to respond to behaviours in school with compassion and ensuring the dignity of all those involved, to use their words to build others up even when having to deliver difficult messages.

We do not tolerate unkindness or discrimination of any sort, towards anybody in our community. We model positive relationships and the behaviours we expect in our children every day, towards everyone we meet.

### **Our Pupils**

Our pupils define behaviour as 'the way you act, it often shows us how you feel, particularly if you have a big feeling'. They recognise that sometimes feelings can be hard to control and that people can make mistakes in their relationships with others. 'When your feelings get out of control sometimes you show it by doing actions that aren't right. We understand that sometimes people can't control their actions.' (Mission Leaders November 2024)

We expect our pupils to treat each other and adults with compassion and dignity, respecting that we are all children of God, to use their words to build others up and spread joy.

To support pupils in making good choices and being able to focus on learning they expect adults to keep learning spaces in school organised and tidy, to actively monitor and respond to all forms of behaviour that may interrupt learning or undermine self-esteem, and model the behaviours and relationships expected at all times in all interactions within our school community.

Our pupils understand that good choices lead to good consequences and poor choices also have consequences - often leading to negative behaviour incidents, for which we have developed a protocol. For children with SEND/neurodivergence we ensure, where possible, that they are not placed in environments that do not support their function and ability to regulate. We also explicitly teach for 'expected behaviours' and make sure children have the skills and intellectual reasoning to respond to the protocol in an expected way.

A few of our pupils struggle to manage this and for them functional behaviour assessments, positive support plans/individual management plans (PSP/IMPs) and risk assessments are put in place to support them in our environment.

### **Our Parents**

We expect our parent body to trust and support us to teach the children about respectful relationships and model this to them. We expect our parents to act towards us with kindness, understanding that we are human. We expect our parents to communicate their concerns or ideas to us calmly and to work with us to resolve any issues.

## Our Governors

Our governors are entrusted with ensuring that we fulfil this policy and that all members of our school community are safe, able to learn and grow as active citizens.

## Intent and Implementation

We know that:

- All humans are created in the image and likeness of God and should be treated as such.
- Every child is an individual, with individual strengths and needs
- Feeling safe is paramount to being a happy, successful community member
- Positive, healthy relationships bring out the best in all of us – as adults we model this to our children, through our interactions with them, their peers, their families and our colleagues
- Things go wrong; accepting our parts in this, repairing our relationships and moving on is key to developing confident, happy pupils and adults
- Positive behaviours both in and out of class are related to good mental health and self-esteem. These are fostered by the 'St Joseph's Learning Compass' which seeks to develop learners' **resilience, responsibility, resourcefulness and reflection.**
- Pupils who feel that they have control of their behaviours are more likely to develop the self-confidence and self-esteem to become life-long learners, and to develop the social skills which are essential to everyday life.
- Self-esteem is developed when pupils know that their skills and abilities are appreciated and valued by others.
- Rules need to be expressed in positive terms, explained clearly and modelled every day.
- Incentives, rewards and recognition for a wide range of academic and non-academic achievements are important to continuous positive self-regard. Opportunities are sought for rewarding all children for good behaviour.
- When sanctions are incurred for poor behaviour they must be fair, fitting and firm. This means that our sanctions need to be flexible.

We use:

- Zones of Regulation (Appendix A) to explore feelings, discuss incidents and learn about ourselves and others
- Calm and Move it zones for brain breaks to support self-regulation for all pupils at any time of the day
- Reflection time within the day for whole classes, groups and individuals
- Corefulness – a programme of 3 mins video clips, twice a day to support readiness to learn
- Mission Assembly to celebrate members of our community
- ClassDojo to celebrate our pupils, share learning and highlights from the week with home e.g. by sharing moments that made us proud, learning etc (Parents can also use the portfolio function to share these moments from home with school)
- Ten:Ten (RSE programme) and SCiB to support learning about ourselves, our relationships and others in our community – keeping ourselves safe both in the real world and online
- Catholic Social Teaching through which we learn about speaking out, caring for others, rights and responsibilities
- Happy Helpers, Young Leaders and Mission Leaders – peer support on the playground, hall, EYFS and pupil leaders who meet with the Deputy Head weekly
- Place2Talk, Place2Be counselling for children/parents/families, ELSA, MHST to support pupils exploring and managing their uncomfortable feelings
- Community service – when something has gone wrong, we can do jobs for our community to show our willingness to try again
- Fresh starts – we deal with incidents within the school day so that every day can be a new beginning
- The graduated approach: assess, plan, do, review

- Consistent language across the school:
  - 'trusted adult'
  - 'early warning signs'
  - Choices
  - 'I'm proud of...'
  - 'I wonder...' (when discussing incidents)
  - Thank you

### **Suspensions and Exclusions**

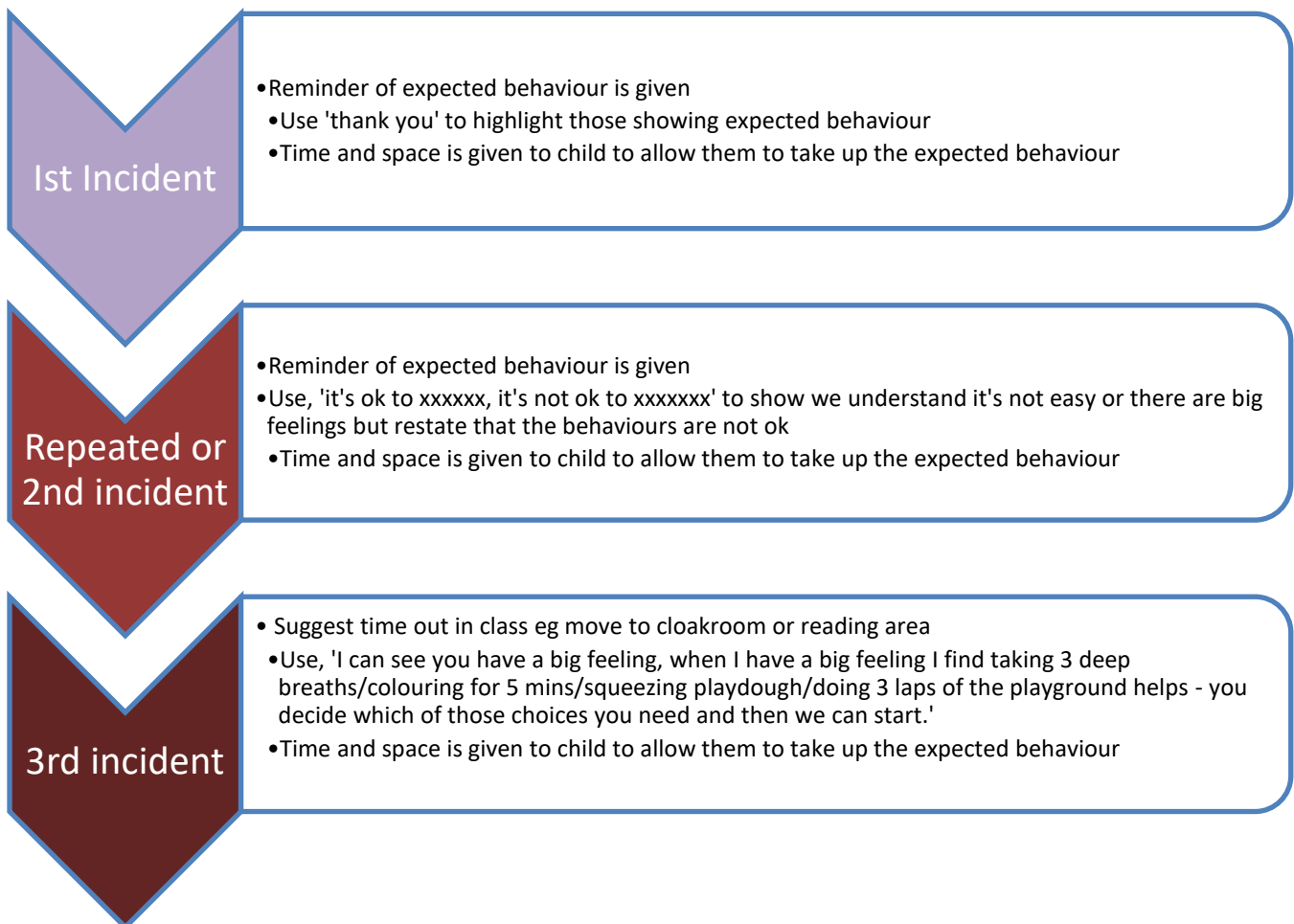
Suspensions or exclusions are only considered when all other support and nurture has been put in place and incidents are still too high risk for the individual, other pupils or staff. Please see the school policy on Suspensions and Exclusions.

### **St Joseph's Protocol**

#### ***Dealing with negative behaviour incidents:***

Remember:

- Be curious not furious
- Give time and space to the child so they can reflect on what you say and respond (it may take time for them to hear instructions when they have 'big' emotions (they will be operating from the limbic system not a rational place)
- The issue is not the child, it is the behaviour



In all heightened situations, dynamic risk assessments must be made throughout to ensure harm to the individual, other children, adults and property is reduced as much as possible. This may mean moving the whole class to another learning place or to the playground while the distressed individual is helped to calm. Children should never be physically handled into leaving a space against their will. Short, clear instructions should be given at all times, so the distressed child knows what is happening. E.g. 'I can see you have a big feeling, I am just going to sit here while you cry.' or 'I can see you have a big feeling, I wonder if it would be better in a private place. When you are ready move to the door and we can go somewhere quieter.'

Where behaviour persists and child does not respond to the script, the phase leader should be informed and a decision made, that the child is either sent to the phase leader to discuss the issue or to complete work in another classroom to help break the cycle of negative behaviour.

Where there is no extra adult to immediately support with an escalating situation a helping hand or 'I need help' card can be sent to the office who can then find support for the situation so that at no point the children or child are left alone.

Children are always welcome to come and work in the offices, but this should not be a first response to behaviour issues as it teaches children that if they behave in a particular way, they can leave the class team.

Children can be referred to the Deputy Head teacher or Head teacher when they have not responded to other behaviour interventions or other staff. Why the child is being referred to them must be fully explained so that they can support staff in delivering the same behaviour messages. However, they will also always show curiosity and give the child further opportunities to discuss what has happened.





All behaviour incidents that require time out – either in class, in other classes or in the offices must be logged on CPOMS as soon as possible so that the series of actions then taken can also be recorded in a timely manner i.e. so phase leaders etc can add to the notes so a full account is reported.

Important notes:

- Wherever possible we should show curiosity and interest in the child, when they have a 'big feeling' they may not be able to answer question about how they feel and why they feel what they are feeling. They will need time and understanding to be able to re-engage their emotional and rational brains and only then can they learn successfully. They will need time and space to do this.
- Remember, no child needs to be shamed. It is important they are not made responsible for other children or adults feelings e.g. 'You are scaring the other children and making me sad'. Instead always reflect on the experience for them, eg 'I can see you have a big feeling, when I have to do hard maths I have big feelings too' or 'I wonder if you are sad, I get sad when people say they don't want to play with me too.' (this is not the same as stating how the situation makes us feel, we are mirroring their feelings and explaining they are not the only one to feel like that)
- Where a child needs to leave the class, or removes themselves from class the class adults must at all times know where they are and who they are with.
- No child in a heightened state should be left alone, unless the dynamic risk assessment has been made that this is safe for them and others.
- Where a child needs to complete work in a quiet space eg the office, the work must be sent with them, and an adult must ensure they understand what to do before they are left to non-classroom staff to deal with

**Headteacher:** Clare Smith  
**Chair of Governors:** Brian Blanchfield  
**Date of Policy:** March 2025  
**Policy Review:** March 2028

# The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified