



St. Philip's
RC Primary School

St Philip's RC Relationship Led Behaviour Policy

Date policy agreed:	
Date of next review:	
Head Teacher signature:	
Chair of Governors' signature:	



We smile as we learn because we know that excellence comes from joy.

We live in each moment, appreciating the life God has given us.

We aspire for success and excellence, making the best of our God given talents.

We are all brothers and sisters united from different cultures and communities around the world, living happily and in harmony in God's family.

We are inclusive, respectful and tolerant of the wishes and feelings of others.

We become confident, determined and resilient when challenged, having Jesus as our guide and our strength.

We are God's chosen ambassadors on Earth and aim to make Him proud every day.

We are on a life long journey of faith – upholding the Gospel and Servite values – accepting the call to become 'Holy' and aspiring to be the saints in our world today.



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Reflect, Respect, Respond



2) Policy Statement

This policy was based on Guidance provided by the Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers and our link educational psychologist.

3) Policy Scope

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

4) Policy Aims and Objectives

At St Philip's we understand that positive behaviour must be taught and modelled; praise, rewards and positive relationships support the capacity to make positive choices. We recognise that good behaviour is developed through a policy based on rights, responsibilities and respect.

Strong relationships are the fundamental building block for the following aims.

Our aims are:

- Respect for each other – children and adults
- Respect for property and environment
- Routines which allow children to know what to expect
- The security and safety of all pupils and adults
- A socialising process which helps children to inter-relate with confidence
- To help us become inclusive, respectful and tolerant of the wishes when challenged having Jesus as our guide and strength
- To help children become self-disciplined, able to accept responsibility for their own actions and to make positive choices
- To help children be ready to thrive and contribute positively to life in modern Britain and indeed globally.

These aims are achieved:

- Through example and putting into practice the values of our Mission Statement
- Through a moral approach to discipline, where Jesus Christ is our model and the teachings of the gospels are the example we follow
- Through our relationships with children
- Where forgiveness and reconciliation remain central to the behaviour and discipline policy
- Through a shared and common belief embedded in a whole-school approach which is consistently followed by all adults and children
- Through the example of the staff in the way they co-operate and help each other
- Always having high expectations of ourselves

5) Policy Links

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

The above policies will be reviewed alongside this policy on an annual basis.

6) Roles and Responsibilities

All staff at St. Philip's are responsible for creating and developing a culture of positive relationships; it is shared responsibility.

Governors should:

- Review this policy annually
- Ensure this policy is fully in accordance with the school's Mission Statement
- Work in partnership with the school in matters relating to behaviour management
- Be informed if there is a child with persistent behaviour management requirements

The Senior Leadership Team should:

- Set the example of a positive relationship led culture of behaviour management
- Support staff in the implementation of this policy
- Support staff with more serious or repeated behaviour issues
- Oversee the implementation of this policy through learning walks, lesson observations and performance management

Teachers, teaching assistants, welfare, kitchen and administrative staff should:

- Establish and encourage positive relationships
- Implement and follow this policy at all times
- Explicitly teach pupils about this relationship-led behaviour policy

Pupils should:

- Be able to talk about our relationship-led behaviour policy
- Be clear about the process of how behaviour is managed at St. Philip's RC
- Contribute to the creation of any Behaviour Support Plan

Parents and Carers should:

- Endeavor to support the school with its implementation of this policy as stipulated in the 'Home School Agreement'



7) The role of Salford City Council

All Salford schools are encouraged to self-evaluate alongside members of their Team Around the School using the Attachment Aware Self-Evaluation Form. The Inclusion Team are also available to support the development and implementation of the school's Attachment Aware Behaviour Regulation Policy.

8) Approach

All adults working with children at St. Philip's should:

- **Learn about every child in their care:** we will understand ACEs, past trauma and family structures. Engage with pupils about their hobbies and interests.
- **Be a positive role model:** we will welcome, encourage, listen and display positive body language including facial expressions. We will seek delight in children's actions.
- **Communicate primarily with praise:** we will use praise constantly and consistently whilst avoiding negative language (see Appendix One).
- **Be calm:** our classrooms should be quiet places and raised voices should only be used when there is a risk to safety or to gain instant attention. Raised voices should not be used when communicating with pupils.
- **Display behaviour you expect from pupils:** we will speak with respect, compassion and calmly at all times to children and adults alike in all circumstances.
- **Be compassionate:** we will be compassionate with our children's needs and show empathy with their situations. Be curious.
- **Separate the behaviour from the child:** we will remember that poor behaviour choices are not unusual and are part of childhood development. Behaviour is not who we are, it is what we do and pupils will never be shamed for it (see Appendix One)
- **Use Emotionally Available Adults:** we use utilise our pastoral staff for all pupils who may require emotional support beyond that offered within the classroom.
- **Avoid Operant Conditioning:** we will manage pupils' behaviour through positive relationships, rather than a process of rewards and sanctions.
- **Be consistent:** we will remember that a consistent, systematic approach leads to positive relationships within our school.
- **Follow the 'Steps Towards Positive Behaviour'** (See Section 9)

9) Steps Towards Positive Behaviour

Our classroom management systems rely upon positive relationships between adults and pupils alike. Incidents of negative behaviour will be managed using the following 'Steps towards Positive Behaviour':

Step 1	Give a gentle reminder with a focus on positive praise to reward improvements. Use PIP: Praise in public
Step 2	Private conversation away from peers. Use RIP: remind in private, utilising the following emotional coaching script: I have noticed that you are... It's ok to feel like that but it's not ok to... You have chosen to... How you feel right now won't last long... I need you to now do... Let's take a minute to... Your behaviour is... When you are ready we will... Can we remind ourselves...
Step 3	Restorative conversation, following repeated 'Step 2' occurrences. Spend up to 5 minutes reflecting at break time or lunch time. Use the following question stems: 1. Can you tell me what has happened? 2. How do you think this has made others feel? 3. What could you have done to prevent this action? 4. How can you avoid displaying this behaviour in the future? This step must be recorded on the child's index card & SLT informed. On occasion, SLT may also advise this step following an initial 'Golden Rule' incident (see Section 10)
Step 4	If a child has undertaken three restorative conversations (within a short time period) then the class teacher should meet with a member of the SLT along with the pupil to discuss Step 5.
Step 5	The following SLT-led actions may take place following Step 4 and teachers will inform parents if necessary to do so: <ul style="list-style-type: none"> • SLT-led restorative conversation • Reflection time activity during recreational sessions • Meeting with parents • Implementation of a 'Behaviour Support Plan' • Reflection time in a learning environment away from the child's classroom • Withdrawal from a non-curriculum activity such as a school trip or sports club • Time spent using a reflective report journal for a stipulated period. Parents will be informed. • Exclusion (See Salford LEA guidelines)



10) Golden Rules

Any pupil whose behaviour has broken a 'Golden Rule' should immediately meet with a member of the SLT. At these points, we will not try to problem solve with behaviour until a pupil has self-regulated. This will follow the following format:

Regulate, Relate, Reason, Repair (See Appendix)

1. Always show respect to any adult working in the school or with the school. This includes ignoring instructions showing any sign of dissatisfaction, questioning of any decision which has been made or using an inappropriate tone of voice.
2. Never be violent or aggressive in your actions towards another individual within school.
3. Never bully another person or make them feel unwelcome or unsafe.
4. Never use words or actions which offend or hurt others based around a someone's ethnicity, faith, beliefs, culture, language or physical appearance.
5. We always ensure our choice of language is appropriate and is not abusive.

11) SEND

We recognise that some pupils who have SEND may require a different approach when managing their behaviour. In the first instance, the 'Steps to Success' will be followed. However, if a more bespoke system for behaviour management is require for an SEND pupil then this will be outlined on their Individualised Education Plan (IEP).

12) How the school supports staff well-being and reflection

We will let others know if we are struggling and seek support from the SLT.

We will review any incidents of ongoing disruptive behaviour at our staff meetings to ensure there is a consistent understanding amongst staff.

We will remember that our staff are doing their best and any decisions made are in the best interests of the children in our care.

We will be aware of the boundaries of our skill set and understand when to refer to external agencies, if required.

We will undertake regular staff CPD to ensure that we are aware of how to implement this policy.



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13) Practice and policy review process

This policy will be reviewed on an annual basis by the Governing Body. The effectiveness of the policy will be reviewed using:

- Pupil surveys and discussions
- Staff surveys and discussions
- Attendance data
- At key transition points throughout the school
- Discussion at Governing Body meetings

Appendix

Positive Role Model Language Examples

- *Thank you for sitting nicely waiting for our lesson to start* not *Why are you not listening*
- *Well done for lining up in silence; you are a role model to others* not *This line is too noisy*
- *Your handwriting is superb – let's show everybody* not *Your work is messy and you could do better*
- *You are sitting so sensibly on the carpet and it has impressed me so much* not *Sit properly*

Separating the Behaviour from the Child Examples

- *I have noticed you are feeling angry. Let's talk about this when you have calmed down.*
- *You seem to be very quiet this morning. Would you like to have a chat at break time to let me know why?*
- *You have used some inappropriate language. How will we work together to prevent that happening again?*
- *Several times this week we have had this chat. Let's go over the choices you made with behaviour.*

Regulate, Relate, Reason, Repair Examples

1. Regulate: ensure that the environment is safe, recognise the emotion, empathise and soothe to calm.
2. Relate: validate the feelings and name what you see (e.g. the emotion is likely to be underlying the child's behaviour). For example, "Bradley, you look really angry today." Notice whether the child needs emotional regulation or whether they are ready to talk about their behaviour. If they need regulation, support the child to use their regulation strategies (e.g. kicking a football, having a cold drink, eating something crunchy, time in a calm room). The give praise for use of regulation skills.
3. Reason: set limits on the behaviour. Use correction or problem solving where appropriate e.g. "But it is not okay to kick the door like that. Let's think about what you could do next time that you are feeling angry." This will enable the child to learn from their experience.
4. Repair: problem solving with the child. When the child is ready to reflect, be curious about the possible reasons behind their emotion e.g. "I wonder if these angry feelings are because you're feeling left out". Show empathy and acceptance of the feelings e.g. "I get it. I would feel angry if I was feeling left out too." Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the act of repair of this relationship, so that the child knows that the 'relationship is bigger than the act.'

Reflect, Respect, Respond