



The Catholic Schools of the Waveney Valley

Relationships and Behaviour Policy 2025	
Reviewed by:	Mr Patrick Kennedy Executive Headteacher
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Signature of Chair of Governors:	
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Our mission at St Benet's and St Edmund's Schools, is for our learners to have integrity, respect and to be safe. We want our learners to be independent and motivated by their natural curiosity. Therefore, we have key rules which underpin not only our philosophies, but also our principles and our day to day practice.

**We are Ready.
We are Respectful.
We are Safe.**

Our Expectations

We understand that our principles require the presence of positive relationships. Teachers and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupil's relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes.

At our schools, we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than constant criticism. Adults within the school environment have a duty to provide positive role models in all areas of behaviour, including non-teaching staff and visitors to the school.

We believe that implementing the principles of 'Restorative Practice' helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves.

It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

All adults in the school share these 5 pillars of practice;

1. Consistent, calm adult behaviour.
2. Listen with respect and provide systems which promote positive behaviour
3. Develop positive relationships, which promote self-esteem, self-discipline
4. Establish clear expectations of all members of the school community
5. Restorative follow up.

We praise in public, we reprimand in private.

Our Approach to Positive Behaviour

Our four houses; Iona, Walsingham, Lindisfarne and Canterbury ensure that all children and staff belong to a team. We use our team approach so our children and staff know that their positive attitude and behaviour is more than simply individual recognition as it is for the good of all. Therefore children can be awarded House Points for demonstrating being Ready, Respectful and Safe as well as for the key learning behaviours (JONK characters).

All children should receive recognition during the week for showing that learning behaviour consistently.

Delivering Sanctions with Dignity

Behaviour management begins at classroom level with a positive and proactive approach.

This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings, peer-mentoring

For the vast majority of our children a gentle reminder of the expectations, or nudge in the right direction is all that is needed. However, pupils who continue to demonstrate behaviour that challenges or harms, must know that they are responsible for their choices. Staff will make it clear to the child in what way they have not behaved showing expectations and link sanctions to it calmly. It is in nobody's interest to confront poor behaviour with anger. Adults are expected to deescalate skilfully.

Our behaviour steps

Step One: The warning.

- A clear verbal warning directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their previous good conduct to prove that they can make good choices.

Step Two: The Caution.

- A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their previous good conduct to prove that they can make good choices.

Step Three: The time out.

- The child is directed to take a 3 minute egg timer (KS1), a 5 minute egg timer (Lower KS2) or a 10 minute egg timer (Upper KS2), leave the classroom and go to an appropriate location depending on the time of day and staff in class. In the case of early years, the child will go to a thinking chair within the setting.
- The child should not be escorted to the time out classroom by a member of staff. However, staff should use their professional judgment and if it is felt necessary for child may be escorted to the time out classroom.
- Work should not be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident
- At the end of the time out the child returns to their classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards.
- If the child is not ready to return to class, the class teacher can arrange for the child to work in a parallel class for the remainder of the session.

All steps are recorded by an adult in the classroom on the class behaviour tracking sheet which is ONLY completed at the end of each session so as not to negatively impact on learning and teaching in the classroom. They should not be displayed anywhere within the classroom. Each new session during the day presents an opportunity for children to have a 'fresh start'.

- If the step above is unsuccessful, or if a child refuses to go to time out, then a learning support assistant will escort them with work, to an agreed location, for the remainder of the session. If the child still refuses to go to time out then the member of SLT on duty will be called to support.

As part of our restorative approach to behaviour management, the adult sending the child to time out will meet with the child as soon as practical to discuss the reasons why they were sent to time out and strategies to alter behaviour to stop it reoccurring.

They will complete the 'Think About It' sheet during this time.

Staff should not jump the consequence steps and as a general principle it should not be possible to go 'straight to time out'. Time will be given between assertive interventions for the child to readjust his/her behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidents and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- overreacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

In our school we create a calm environment to minimise incidents that may require any physical intervention. We de-escalate incidents when they do arise. We only use physical interventions when the risks involved of doing so are outweighed by the risks of not doing so.

All staff are trained in the Norfolk Steps program this approach helps to ensure that early and preventative interventions is the norm. It reduces the incidence of extreme behaviours that challenge or harm and makes sure that the use of physical intervention is rare.

What is physical intervention ('reasonable force')?

The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present.

Restrictive physical interventions may include:

- 1) Bodily contact - where the physical presence of one or more people is used to control a pupil, e.g physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds
- 2) Environmental – where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.

In what circumstances can physical intervention be used?

- To prevent a pupil causing, or being at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects
- To prevent a pupil committing a criminal offence.

- To prevent a pupil committing deliberate serious damage or vandalism To prevent a pupil from attacking a member of staff or another pupil
- To prevent behaviour which is prejudicial to the maintenance of good order and discipline

The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

The Last Resort Principle

At CPSWV we pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. This means that we expect staff to conduct a risk assessment and choose the safest alternative. We expect staff to think creatively about any alternatives to physical intervention which may be effective. There might be some situations in which the need for positive handling is immediate and where there are no equal effective alternatives (a child is about to run in the road). However, in many circumstances there are alternatives such as the use of assertiveness skills:

- Use a distracter such as a whistle or loud bell to interrupt the behaviour long enough for other methods of verbal control
- Withdrawal of attention(audience) e.g. if an action such as damage to property is threatened
- Other techniques designed to defuse a situation, such as the avoidance of confrontation, or use of humour, in which case the incident could be dealt with later when emotions are running less high
- The employment of other sanctions consistent with our on behaviour

Where physical interventions are needed to prevent injury to the student, other students or staff, or to prevent serious damage, these should be for the minimum length of time possible and using the least possible force. All staff must consider whether they are using reasonable force. In all circumstances other methods should be used if appropriate and effective positive handling should be a last resort.

When positive handling becomes necessary:

DO:

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T:

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair

- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck, lying face down or pulling arms across the child's chest
- Slap, punch, kick or trip up the pupil

The school environment

Our expectation is that classrooms will be tidy, calm through a Hygge approach and well organised, as this has a positive impact on behaviour. All of us should be proud of our school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors

Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Assemblies

Staff and children are expected to enter and leave the hall silently and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly, and wish to issue instructions to children in assembly should usually do this using signs rather than speech, and should lead their class in and out of assembly from the front of the line.

The dinner hall

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground

We do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Assistant Head teacher and the Executive Head teacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the duty Senior Leadership Team member for further investigation.

School Uniform

Children are expected to wear school uniforms at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidents between two children key questions will be asked to find out

what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Questions:

1. **What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
2. **What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.
3. **Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.
4. **What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.
5. **What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

Working with Parents/Caregivers

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive.

Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact. These can take the form of behaviour plans that are devised through a 'roots and shoots' meeting that look at the child's needs in a holistic approach.

Parents must take responsibility for their child's behaviour – this responsibility **does not** stop at the school gate. Where appropriate parents will be called in to school to help support the school in the management of their child's behaviour.

Working in partnership

As a school, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as:

- Educational psychologists
- Alternative Provision
- CAMHS (Child and Adolescent Mental Health Services)
- Behaviour Support Service (SES)
- Young Carers group
- Family Support Workers - in association with the Benjamin Foundation

Serious Incidents:

It is recognised that for some children further sanctions may need to be used. The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- serious physical assault on any member of the school community
- demonstrating inappropriate sexualised behaviour
- stealing from another person or school
- leaving school grounds without permission
- deliberately spitting at another person
- bullying in any format
- throwing objects with the intention to harm or hurt someone
- the use of homophobic or racist language.

Any of the incidents above will, in the first instance, result in an immediate internal suspension. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Each incident will be treated on individual merit with the final decision being made by the Executive Head teacher and in his/her absence, the Assistant Head teacher.

Any suspensions would be used as a last-resort.

If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical restraint. There is always risk for children when adults restrain even when using the least intrusive techniques.

All staff are trained in the Step On a program used to support positive behaviour. This has evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday non-restrictive physical interventions.

When should Behaviour Incidences be logged?

The child's class teacher (or HLTA if covering) should log the following incidents if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that

this was on purpose, and there is a visible injury, whether or not intent can be proved

6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.

Curriculum Support

Through RSHE and RE, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation. Personal, Social, Health, and Economic education (PSHE) lessons, Circle Time, school assemblies, out-of-school experiences and after school clubs also contribute to the pupil's understanding and competency in managing conflict.

Discrete PSHE lessons are taught on a regular basis to ensure all pupils understand the key stages of the restorative approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

APPENDIX 1 - Suspensions

This appendix is designed to briefly outline the school's approach to suspensions within the guidance for school suspensions and permanent exclusion of pupils August 2024.

Principles

- 1) Suspension is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of suspension from school for:
 - a. Verbal or physical assault of a student or adult;
 - b. Persistent and repetitive disruption of lessons and other students' learning;
 - c. Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.
- 2) A Fixed Term Suspension from the school can only be authorised by the Executive Head Teacher or Acting Head Teacher.
- 3) A Permanent Exclusion this can only be authorised by the Executive Head teacher or Acting Head Teacher, and must only be done after consulting with the Chair of Governors about the intention to impose this sanction, although the final decision rests with the Executive Head teacher of the school. This would be considered in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
- 4) The school seeks to reduce the number of incidents leading to suspensions by promoting a positive atmosphere of mutual respect and discipline within the school, as outlined in our within this policy.
- 5) Fixed Term Suspensions are rare, but in the event of them taking place, the school will monitor the number of Fixed Term Suspensions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of a Suspension

- 1) Parents will be notified as soon as possible of the decision to suspend a student and the reason for it. This will be done by the Executive Head teacher on the day of the suspension, either by direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents the same day.
- 2) In the case of a permanent exclusion, parents will be notified by the Executive Head teacher in a face-to-face meeting.
- 3) A student who has been suspended will have the reason for his/her suspension explained to them by a member of staff so that they understand the nature of their misbehaviour.
- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. Family Support Practitioner, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following suspension, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Suspensions the same day of the production of the suspension letter, which they will receive a copy of; it will clearly outline the reasons for the suspension.

Students Returning from a Fixed Term Suspension

All students returning from a Fixed Term Suspension are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which the Executive Head teacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- 6) the school's governing body is required to review the Executive Head teacher's decision and you may meet with them to explain your views on the exclusion
- 7) if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- 8) the school must explain in a letter how to lodge an appeal
- 9) the local authority must provide full-time education from the sixth day of a permanent exclusion

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Relationship to other school policies

The Exclusion Policy should be read in tandem with the school's Behaviour Policy as well as other relevant school policies, particularly the Inclusion Policy, Special Educational Needs Policy and the Equality & Diversity Policy. It also has a close interrelationship with the Anti-Bullying Policy, Child on Child abuse policy and Attendance Policy.

Monitoring and Review

- 1) The impact of this policy will be reviewed by the LGB
- 2) The Executive Head teacher will provide the governing body with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.
- 3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.