



BEHAVIOUR & RELATIONSHIPS POLICY
Our Lady of Pity RC Primary School
A Voluntary Academy

Mission Statement

Our Mission Statement '**Do everything with love**' is the bedrock on which our Behaviour Policy is founded and implemented. It serves as a point of reference against which all actions are measured and compared. Our challenge to each member of our community is:

Our Vision - Thriving Together

Our Mission (our daily promise) - Do everything with love

Our Values - Respect, Integrity, Inclusivity, Courage, Compassion and Gratitude

Desired Outcomes over time

- To inspire children
- To guide children to their intrinsic sense of respect for self and others
- To develop deep understanding of our own behaviour

All adults in school are responsible for the management of the behaviour of the children in our care. We want the children to gain deep understanding of their own behaviour and we recognise that this is a slow process. We model the behaviour we would like to see in the pupils and our responses are always child-centred. Our policy in practice teaches the children to regulate themselves, establishing proper regard for authority by the modeling and teaching of our values. Children are expected to complete tasks and are guided to find the best way to engage fully in their learning. Bullying is explored, understood and children are taught that bullying is never acceptable.

Methods and Provision

Forming strong, respectful relationships is a priority at Our Lady of Pity School. We take seriously the need to know and understand our children. We expect the highest standards of behaviour to arise from these relationships and we support children until they can meet these standards without help.

By focusing on forming and if necessary, restoring relationships, we lead the children to view mistakes as opportunities to learn, both academically and in their social interactions. We scrupulously track behaviour so that we can look for patterns and identify the triggers for poor behaviour; we resolve problems when they are small and seek help if issues persist. We evaluate our provision continually to ensure that we are offering the children the best possible chance of success.

For the most part, children respond well to these approaches and can be seen to be meeting or heading towards the desired outcomes.

Fostering Intrinsic Motivation

We aim to create a community in which children acquire positive attitudes and skills. This is a community where care and trust are emphasised above restrictions and threats and where striving and learning replace winning and losing. We devote time to teaching and discussing basic human values whilst providing experiences to promote empathy and understanding of others. We promote fundamental British values of democracy, law, liberty and mutual respect in all areas of the curriculum so that pupils are tolerant of others, recognising different faiths and beliefs and promoting equality.

Sometimes, however, children's behaviour falls short of our expectations. They may become disruptive or excitable, passive or withdrawn. In such instances, teachers consider which of the many possible interventions is likely to stimulate long-term development and optimise learning for the whole group. The key question is "What is the quickest/most effective way of helping children to re-engage?"

For low-level inappropriate behaviour, the following "no-cost* techniques are likely to be used:

1. Talking to the pupil to see whether they can resolve the issue independently.
2. Suggesting a change of place within the classroom. ('I can see that you are struggling to focus... maybe you will be able to do your best work if you go and sit over there.')
3. Removal from the group for a few seconds to enable reflection. ("Give yourself a few seconds to think calmly and then re-join the group, please.")
4. Removal to the parallel class for the remainder of the session, so that the pupil can continue to work without disruption.

* No-cost techniques focus on creating a successful resolution to a problem rather than controlling a situation through punishment or humiliation.

Some of the behaviours described may be persistent and/or serious and not show signs of resolution or redirection. We continue to search for the best way to re-engage children in consultation with the pupil, parents and any appropriate agencies, such as: paediatricians, Gilbrook School outreach, and play therapists.

In such situations, the following approaches and strategies may be used:

1. Coaching – looking at what is wanted, why that is wanted and how the child can best be supported in achieving this, with the resources available.
2. Longer periods of time away from the situation where difficulties arise, with, where appropriate, specific input to teach more resourceful responses.
3. Regular monitoring by senior leaders – to enhance accountability and strengthen the expectation that the child will learn to behave in ways which support learning in school.

If, on very rare occasions, behaviours present a serious level of threat to the safety or well-being of others or the environment, the following additional strategies may be employed:

1. Removal of the other children from the threat, ensuring their safety. Restraining a pupil is used as a last resort.
2. Call for the nearest member of staff to assist.
3. Inform the Head of School/SLT as soon as possible.

Use of Reasonable Force

As a last resort Our Lady of Pity School supports the use of reasonable, proportionate and necessary use of force, always with the aim of keeping our school community safe. Within our school, reasonable force may be used to:

- prevent pupils injuring themselves or others;
- prevent damage to property;
- prevent disorder.

The use of force as a punishment is unlawful and will not be used. Our Lady of Pity School will report any serious incidents involving the use of reasonable force to the parent. We will make reasonable adjustments when using reasonable force in response to the behaviour of pupils with special educational needs or disabilities. Staff are trained where necessary, by “Team Teach” trainers.

Permanent and Fixed Period Exclusions

Exclusion may become necessary when a child *continues* to behave in an unacceptable manner, being clearly unable to respond to all reasonable efforts to restore the situation.

Reasons for fixed period and permanent exclusions include: physical assault against a pupil/adult, verbal abuse/threatening behaviour against an adult/pupil, bullying, racist abuse, sexual misconduct, damage to property, theft, persistent disruptive behaviour.