



St Ambrose Catholic Academy

'Follow the example of Jesus'

Relationships and Behaviour Policy

Approved by the Governing body in October 2023

Signed _____ Chair of Governors

Signed _____ Headteacher

To be reviewed and revised in October 2024

MISSION STATEMENT

Follow the example of Jesus

To do this we will:

- Show respect by being friendly to everyone, looking after everything that God has created and treating everyone as we would like to be treated ourselves. (Christ centred)
- Provide a high quality education which enables everyone to reach their full potential within a caring and supportive environment. (Education)
- Celebrate the school's place in the community and the wider world. (Community)

Objectives:

(Christ Centred)

- Provide quality collective worship and enriching liturgical celebrations.
- Enable our children to acquire an excellent religious education, through a well taught and resourced Come and See programme.
- Encourage all to develop their understanding of and relationship with God, while at the same time respecting that others choose to express their faith in different ways.
- Be positive role models, who treat each other with respect and are willing to forgive and be forgiven.

(Education)

- As teachers, to be both inspirational and creative so that every child's achievements are recognised and celebrated and that they are encouraged to become independent learners.
- To provide a safe and happy learning environment so that every child feels valued and secure within our school family.
- To encourage regular communication with parents by creating a positive and caring support network for the extended school family.

(Community)

- To join with the parish and local community to celebrate special occasions throughout the year.
- To enhance the curriculum by uniting as one all of the generations in the community and fostering mutual respect.
- To provide opportunities for the children to visit places of interest and experience a range of different cultural events in order for them to gain a better appreciation of the world around them and to 'fire' their own aspirations.
- To participate in charitable activities and be able to empathise with the needs of others.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Ambition of our academy

- To follow the example of Jesus in all we do.
- To create a happy, calm, safe and secure environment for all our staff and children.
- To promote positive attitudes and self-images that encourages outstanding behaviour.
- To encourage each other to be the best we can be in all situations and areas of the school.
- To have self-respect, respect for others and respect for school property.
- To know that staff have the right to teach and pupils have the right to learn.
- To ensure consistency and fairness in all we do.
- For all our children to be responsible for their own behaviour.
- To develop resilient lifelong learners.
- To celebrate everyone for their uniqueness.

How to achieve our ambitions

- To use a **consistent** and positive approach to ensure that behaviour throughout our school is at least good;
- To clearly explain our school's expectations to all pupils and staff so that they all clearly understand and work together;
- To acknowledge and reward good behaviour and attitudes within the classes and whole school assemblies;
- To involve pupils in deciding on class reward and systems for improvement in behaviour;
- Systems will be monitored, evaluated and reviewed according to success of the improvement in behaviour;
- To allow pupils to monitor their own behaviour through self- assessment and reflection time;
- To ensure that all members of staff are fully informed of the selected/complex needs of specific pupils;
- To involve parents to ensure that they are aware of their child's behaviour;
- To ensure that parents are included in setting targets for improvement;
- To monitor and give feedback where necessary.

School Rules

At St Ambrose Catholic Academy, we have 3 school rules:

Be Safe
Be Kind
Be Respectful

We expect all members of our community to follow these rules: our children, our staff, our families and visitors.

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

Type of bullying	Definition
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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying strategy.

The ZONES of Regulation

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

Each classroom has a visual display which identifies the four key emotion zones. All children are taught to recognise when they are in the different zones as well as how to use strategies to change or stay in the zone they are in.

Roles and Responsibilities

Governing Body	<p>The Governing Body at St Ambrose Catholic Academy is responsible for:</p> <ul style="list-style-type: none"> • Reviewing and approving the Relationships and Behaviour policy which applies to all members of our school community, children, staff and parents and carers. • Governors will also review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.
Headteacher	<p>The Headteacher at St Ambrose Catholic Academy is responsible for:</p> <ul style="list-style-type: none"> • Determining the detail of the standard of behaviour that is acceptable to the school • Ensuring all school personnel, pupils and parents are aware of and comply with this policy • Working hard with everyone in the school community to create an ethos that makes everyone feel valued and respected -Promoting good behaviour by forging sound working relationships with everyone involved with the school • Encouraging good behaviour and respect for others, in order to prevent all forms of bullying among pupils • Ensuring the health, safety and welfare of all children and staff in the school • Providing leadership and vision in respect of equality • Providing guidance, support and training to all staff • Monitoring the effectiveness of this policy

	<ul style="list-style-type: none"> • Annually reporting to the Governing Body on the success and development of this policy • Reporting to Governing Body the Prejudice related incidents termly • Monitoring prejudice related incidents – looking for patterns and trends
Children's Mentor	<p>The Children's Mentor at St Ambrose Catholic Academy is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with Trauma Informed (TISUK) related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with TISUK difficulties. • Supporting behaviour management in line with the TISUK strategies. • Liaising with the SENCO to ensure support from outside agencies is requested when necessary.
Staff	<p>The Staff at St Ambrose Catholic Academy are responsible for:</p> <ul style="list-style-type: none"> • Implementing the Relationships and Behaviour policy consistently and fairly • Modelling positive behaviour and setting high expectations for every pupil • Providing a personalised approach to the specific behavioural needs of particular pupils, including developing behaviour plans as appropriate • Recording behaviour incidents using Arbor • The senior leadership team will support staff in responding to behaviour incidents.
Pupils	<p>The Pupils at St Ambrose Catholic Academy are responsible for:</p> <ul style="list-style-type: none"> • Their own behaviour both inside school and out in the wider community. This includes behaviour using social media. • Reporting any unacceptable behaviour to a member of staff
Parents and Families	<p>The Parents at St Ambrose Catholic Academy are responsible for:</p> <ul style="list-style-type: none"> • Adhering to the School Rules • Supporting their child/ren in adhering to the School Rules • Informing the school of any changes in circumstances that may affect their child's behaviour • Discussing any behavioural concerns with the class teacher promptly

Positive reward system

We celebrate all achievements whether in school or out because every child has some attribute which can boost their confidence and self-esteem when praised.

The following actions are taken to establish a climate where each child feels valued.

Each week a child from each class is nominated as 'Star of the Week' and placed in the golden book to be announced in the weekly whole school assembly each Friday afternoon.

This award is given to a child who has displayed good manners, been a good friend, a positive role model or worked hard in any area of the curriculum: a child who has gone above and beyond.

At the end of the year, a whole school prize-giving assembly is held. Three children from each class are nominated by the class teacher to receive a book, for going above and beyond in achieving one of our core values of **aspiration, achievement or resilience**.

Our school uses a whole school house and peg system which has been designed to promote confidence and self-esteem and recognise positive behaviour.

House System

- The children in each class are placed into 4 House Teams. Children are awarded house points for going above and beyond.
- At the end of the term, the team with the most points will receive a reward.
- House points cannot be removed once given by a member of staff.

Peg System

- Each class will operate a 'peg' system to promote positive behaviour and attitudes in class and around the school.
- Only positive pegs are displayed.
- At the end of each week, children who are on 'outstanding' can choose a small prize from the class prize box.

Additional Rewards

- The Headteacher/Deputy also awards stickers for anything recognised as going above and beyond.
- Instant rewards such as stickers are also awarded to individuals.
- Children can be asked to visit other teacher/subject leader/Head to celebrate when they are going above and beyond.

Behaviour Improvement

Sometimes it is necessary to implement a sanction in order to stop and change a pupil's behaviour. At St Ambrose, we provide a fair and consistent approach that gives all our children the opportunity to reflect on their behaviour in order for them to be able to modify it in a positive way. We always encourage our pupils to be responsible for their own behaviour and our sanctions system helps them to do this.

Our Relationships and Behaviour policy includes a progressive range of steps which will be put into place should the need arise.

Each class teacher will address the situation and give verbal advice for the need for improvement. The implemented system will give the pupil a verbal warning and a suggestion of how to improve behaviour.

Recording on Arbor

If a child is moved to teacher's choice on the 'peg' system, the incident will be entered onto Arbor. If there are three sanctions recorded on Arbor, they will undergo 'payback' which is where the child will lose up to 30 minutes of their lunch. PAYBACK must be recorded on Arbor.

Stages	Person	Action/Sanction
<p>Stage 1:</p> <ul style="list-style-type: none"> Minor breaches of class/ playground rules Not treating others kindly Disrespect of class property 	Class Teacher or witnessing adult	<ul style="list-style-type: none"> Reminder Warning Related sanction – clean up mess Move to appropriate stage of ‘peg’ system Record on Arbor once reached ‘teacher’s choice’
<p>Stage 2:</p> <ul style="list-style-type: none"> Persistent repetition of stage 1 behaviour. 3 entries onto Arbor Bullying reported by child Swearing or obscene or inappropriate actions reported by a child Isolated stealing of lunch etc. Deliberate wilful damage of school/personal property 	Class Teacher	<ul style="list-style-type: none"> Contact parents by telephone to discuss incident Speak to class generally through circle time/PSHE Time out Move place Move to appropriate stage of ‘peg’ system Record on Arbor once reached ‘teacher’s choice’
<p>Stage 3:</p> <ul style="list-style-type: none"> Continual incidents of bullying, when witnessed by staff Continual poor behaviour at playtime Swearing heard by an adult Throwing objects Fighting Regularly stealing lunch etc. 	EYFS: NJ Y1 and Y2: IMacK Y3 and Y4: CO’M Y5 and Y6: JS	<ul style="list-style-type: none"> Contact parents by telephone to discuss incident Meeting with SENCO/ Children’s Mentor (if necessary) Immediate entry onto Arbor Immediate playtime isolation Speak to class generally
<p>Stage 4:</p> <ul style="list-style-type: none"> Verbal abuse to an adult heard by another adult Injuring another child – head-butting/head locking Bullying continually – verbally or physically Rude behaviour Truancy Vandalism and graffiti Stealing money or valuables 	Deputy Head	<ul style="list-style-type: none"> Contact parents by telephone to discuss incident. Immediate lunchtime/playtime isolation with Deputy Head Deputy Head to speak to class, if appropriate Involvement of the Community Police, if necessary.
<p>Stage 5:</p> <ul style="list-style-type: none"> Hitting/abuse to teacher Continual verbal abuse to a teacher Seriously injuring another child purposely Stealing/vandalism after stage 4 punishment 	Headteacher	<p>Exclusion:</p> <ul style="list-style-type: none"> Exited from the classroom Fixed term exclusion (including exclusion from lunchtimes) Referral to Governors Permanent exclusion if necessary where no improvement in behaviour.
<p>This is not an exhaustive list of inappropriate behaviour. If you are unsure of the stage to record the behaviour at, please discuss with Mrs Harris (Deputy Head) or Mr Stinchcomb (KS2).</p> <p>We are a TISUK school and follow a restorative approach. JW will support at any stage when it is relevant to the needs of the child.</p>		

If a child refuses to leave the class, Mrs Ward will be sent for to bring the child out of the class/situation. This gives the child a chance to discuss, reflect and repair behaviour.

If behaviour is still unacceptable, Mrs Harris will be sent for to bring the child out of class/ situation. Mrs Harris will then contact parents and request a meeting to discuss the child's behaviour whilst in school.

If behaviour is still unacceptable, Mrs Moorcroft, has the right to request a meeting to discuss the issue and, depending on the severity of the behavioural issue, the child be internally or externally excluded.

Challenging Behaviour

Whilst the majority of pupils follow the expectations of the Relationships and Behaviour Policy, a small minority of pupils, who exhibit challenging behaviour, may require extra support and additional strategies to help improve their behaviour. Where necessary, and with parental consent, additional support will be used to support a pupil to help them overcome barriers to learning and improve their behaviour.

Positive Handling

All staff have a duty of care and therefore can use techniques or strategies to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline in the school. Before such an action, staff will always employ a wide range of strategies to prevent this from happening. All incidents of positive handling will be recorded on Arbour and where necessary a risk assessment will be put in place in order to help the pupil, and also to notify staff of appropriate strategies to use with each pupil.

Offsite Behaviour

This policy also applies when children are offsite. If behaviour becomes unacceptable; is deemed to potentially put the child and/or others at risk of harm or behaviour is exhibited which may bring the school into disrepute, the pupil will be returned to school and the necessary action taken in accordance with the Relationships and Behaviour Policy.

Any offsite incidents that are brought to our attention when our pupils are wearing St Ambrose school uniform or are recognised as St Ambrose pupils, could potentially bring the school into disrepute and will be dealt with in partnership with parent/families as this may affect the good name of our school.

Exclusions

Internal Exclusion

Repeated inappropriate behaviour that does not improve following support provided by staff, or one-off incidents of a serious nature may result in an internal exclusion.

Fixed Term Exclusion

Repeated, persistent, inappropriate behaviour, which may include bullying and racist incidents are recorded. Behaviour which does not improve following intense support, may result in a fixed term or even permanent exclusion of a pupil. Exclusions will be reported to the Local authority.

Permanent Exclusion

This may occur when all other strategies have been exhausted and there is no alternative. Parents/Families may appeal to the Governing body of St Ambrose and a meeting will be arranged with representatives of the Local Authority to hear the appeal and make an informed judgment as to the best course of action.