Behaviour and Relationships Policy

Reviewed: Autumn Term 2025

Review due: Autumn Term 2026

Rationale:

As members of the school community of Holy Infant and St. Anthony, we aim to live out our Mission Statement, **"Inspiring each other to excellence, guided by the light of Christ."** To do this we are led by our school values, which were decided on by children and staff in our school community:

Respectful

Loving

Hardworking

Peaceful

In living out these values we are reminded of how Jesus taught us to '**Treat others how you would like to be treated.'**

We are committed to providing an environment at Holy Infant and St. Anthony where positive relationships are fostered by all and where children feel safe and happy.

We recognise that in some instances, children will need support in order to understand and regulate their feelings and emotions.

The aims of our approach:

To be rooted in the message of Christ….'love one another as I have loved you.'

To use the example of Jesus as a positive role model when talking to children about their behaviour.

To ensure that there are opportunities for forgiveness and reconciliation.

To provide a consistent approach throughout school.

To provide clear expectations, routines and boundaries.

To be fair to all children, including those with additional needs.

To teach children how to understand, manage and regulate their emotions.

To understand that the values and behaviour expected in school are also expectations in wider society.

This policy should be read alongside the Anti-Bullying Policy and the Suspension and Exclusion Policy.

Rewards:

Inspiring each other to excellence, guided by the light of Christ	
Values	**Rewards** **(for going over and above expectations and consistently demonstrating school values)**
(We treat others how we would like to be treated.) **Respectful** **Loving** **Hardworking** **Peaceful**	Praise Stickers Public acknowledgement of efforts Certificates Table points Note home Speak to parent at the gate Sent to another adult for praise Dojo points/certificates Values token awarded Half termly treat for having the most values tokens Sweets/chocolate should not be used as a regular reward.

Our approach in the classroom:

In each classroom our values will be clearly displayed.

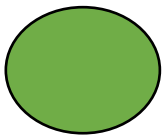
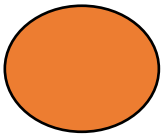
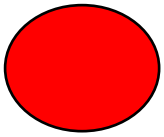
In each classroom a Traffic Light Chart will be displayed.

All children will start the day on Green.

Children can be moved from Green but they are given the opportunity to return to Green when they meet the expectations of the classroom.

Class teachers and support staff may give a range of rewards to children when their behaviour consistently meets expectations.

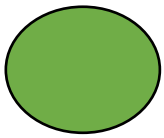
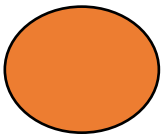
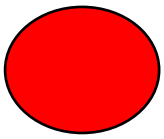
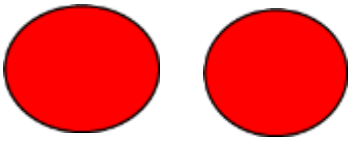
There will be consequences when behaviour does not meet expectations and these consequences can be escalated.

Our Traffic Light System	
Green 	Everyone starts here. One quiet reminder of expectations: I have noticed that you are not working hard at the moment. Try to stay on Green.
Amber 	After a second quiet reminder of expectations. Move to Amber.
Red 	After further reminders of the expected behaviour. Move to red. Time out to think about their actions. 15 minutes.
Red+	Consequence in addition to 'time out'.
All children can revert back Green after a break time	

Consequences:

Inspiring each other to excellence, guided by the light of Christ	
Values	**Consequences** **(when a child is on Red and 'Time Out' has made no impact on the behaviour)**
(We treat others how we would like to be treated.) **Respectful** **Loving** **Hardworking** **Peaceful**	Conversation Apology Thinking time Complete learning missed Reflection Loss of break time (limited) Sorry letter Time in another classroom Conversation with parent
	It is important that consequences are followed through- consistency is more important than severity.

Lunchtime system:

Our Traffic Light System	
Green 	Everyone starts here. One quiet reminder of expectations. This is a first verbal warning.
Amber 	After a second quiet reminder of expectations. This is a second verbal warning. Name written on Amber card After a further quiet reminder, name written down again. This is a third warning.
Red 	After further reminders of the expected behaviour. Red card issued. Child misses the rest of their lunchtime.
Red+ 	If there are two red cards in a week, parents are informed.
All children can revert back Green the next day.	

Persistent/serious unacceptable behaviour:

Immediate Red: any child who uses racist, homophobic or sexist comments, or bad language or aggression will move to Red immediately and parents will be informed. The behaviour will be recorded on CPOMs.

Suspensions and Exclusions

See separate policy.

Support for children who find it difficult to regulate their behaviour:

Just as children with learning needs are provided with support, we support all children in meeting our high standards of behaviour.

Some children will need an individual approach for a period of time. In these cases, a personalised approach will be developed for the child, with input from parents/carers. The plan will run for an agreed specific period of time and will be reviewed after this time.

Any individualised plan to support behaviour should be shared with parents/carers, SLT and the SENCo.

Pastoral Support Plans

A pastoral support plan is a time limited plan to support a child to stay in school, particularly after a fixed term suspension.

The DFE sets out guidance relating to this.

Physical Intervention

The DFE produces two documents relating to the use of physical intervention in schools:

Use of reasonable force Advice for headteachers, staff and governing bodies – Published July 2013

Reducing the Need for Restraint and Restrictive Intervention - Published: 27 June 2019

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

• All members of school staff have a legal power to use reasonable force.

• This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

• Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

• In a school, force is used for two main purposes – to control pupils or to restrain them.

• The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Within school, the use of reasonable force is a last resort and staff should seek to use alternative strategies to de-escalate a situation before considering the use of force. Staff are responsible for assessing the risks relating to individual circumstances that may occur day-to-day and for making judgements about the use and degree of force which is necessary to manage a situation.

Any use of force in school should be recorded and reported.

Positive handling

A number of staff in school have had Team Teach training, which aims to de-escalate situations in school through positive behaviour management. The strategies taught through Team Teach, help teachers change, rather than simply contain behaviours. Staff are taught to view behaviour as an act of communication that they should interpret and respond to. From there, they can work with pupils to manage and change their responses. The use of positive handling is a last resort if all other strategies have failed.

As above, any use of positive handling or force should be recorded and reported.

Risk assessments

There will be some children in school for whom a risk assessment is needed due to their level of need. Pupils whose challenging behaviour may pose a risk to other pupils, staff or themselves will have a risk assessment drawn up.

Day to day, we will attempt to reduce risk by managing: The environment; our body language; the way we talk to children; the way we act and by ensuring that our curriculum meets the needs of our children.

Child on Child Abuse

All staff are made aware that children can abuse other children and the forms that this can take:

- Bullying
- Physical abuse
- Sexual violence
- Sexual harassment
- Non-consensual sharing of nude or semi-nude images
- Causing someone to engage in sexual activity without consent
- Upskirting
- Initiation/hazing type violence and rituals

All child on child abuse is unacceptable and will be taken seriously by all staff. We will not tolerate any form of abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. We will respond promptly and appropriately to any form of abuse in line with the Child Protection Policy. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Through our curriculum, we try to educate our children about the importance of positive relationships and what to do if they have any concerns: Our PSHE and RSE schemes of work focus on the building of positive relationships and how these can be fostered in school. Our Computing scheme of work has a focus on on-line safety at the start of every unit of learning. We use a range of resources, including visitors to school to further educate children about consent and what to do if they are feeling pressured by others.
Any concerns about a child's welfare should be acted on immediately and the Designated Safeguarding Lead or Deputies informed. In the absence of the DSLs, staff should speak to a member of the SLT. The procedure for responding to any allegations of child on child abuse is contained with the Child Protection Policy.

Bullying and Discrimination

We take any allegations of bullying seriously and adopt a zero tolerance approach to all bullying behaviour and discrimination. We recognise that bullying and/or discrimination may occur within any school and that we, as a school, have a responsibility to deal with related incidents promptly and sensitively. We also need to attempt to identify and deal with the causes of bullying or discriminatory behaviour and to reduce opportunities for these to occur.

What is bullying?

Children may use behaviour towards each other that, whilst not acceptable, would not be helpful to label as bullying. This might include calling each other names, pushing each other around etc. It can be hard to decide where to draw the line between the two.

Behaviour would be classed as bullying when it is deliberately designed to distress or provoke, when it involves deliberate physical harm, is not reciprocal, is persistent or severe or seeks to involve other people in the activity against a particular child.
Bullying is behaviour that attempts to hurt, frighten, embarrass or intimidate another person.
Bullying can take many forms, it can be physical e.g. name calling, teasing, sarcasm, spreading rumours, emotional, e.g. excluding and social isolation, hiding possessions, extortion. Bullying can be carried out in person or remotely e.g. cyber-bullying.
Bullying can also be seen in the form of deliberate harassment on the grounds of race, disability, sex, age, religion or belief or sexual orientation.
Bullying generally happens a number of times with intent and we teach children the acronym "S.T.O.P." – "Several Times On Purpose".

A child may feel that they cannot or should not report bullying. They may fear that:
- they will not be taken seriously
- no one will 'really' listen
- it might make things worse
- they might get into trouble themselves.

We seek to educate our children that speaking out or seeking help is the first step to addressing bullying. We also look out for behaviour that may indicate bullying. A child may be:

- unwilling to come to school
- withdrawn
- seeking extra attention
- unhappy
- distressed
- disruptive or aggressive
- unable to sleep

In order to address the issue of bullying successfully we have to do more than simply deal with the symptoms i.e. bullying incidents. We need to attempt to identify and deal with the underlying causes of bullying behaviour. We do this through:

- Our RE curriculum: Come and See
- Our RSE curriculum: Life to the Full
- Our PSHE curriculum: Ten:Ten and SCARF
- A consistent approach by all staff towards bullying behaviour
- Our Pastoral Mentor, who works with identified children
- Clear expectations about behaviour expected in school
- Specific work during Anti-Bullying Week, Safer Internet Day , World Faiths Weeks and Mental Health Week
- Assemblies
- An ethos that encourages children to talk about their worries
- Worry boxes that are checked regularly
- Good levels of adult supervision
- Playground Friends/Buddies –Anthony's Angels
- Detailed Equality Scheme and Accessibility Plan owned and adhered to by the whole school

Our response to bullying:

- If bullying is suspected, the incident will be dealt with immediately by the member of staff who has been approached.
- The incident will be reported to the Head teacher of member of the SLT.
- An investigation will be carried out to ascertain whether a bullying incident has occurred.
- If bullying is suspected, the parents of both parties will be informed and invited to a meeting in school so that a solution can be found.
- Appropriate support will be provided to the victim and the bully.
- Reconciliation between both parties will be encouraged in line with our Catholic ethos and values.
- Sanctions for the perpetrator will be applied in accordance with school policy.
- Relevant staff members will continue to monitor the situation to prevent any further instances of bullying.
- Support from external agencies may be sought if appropriate.
- Police advice may be sought in serious cases.

Confiscation of prohibited items

The head teacher and staff authorised by the head teacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the following prohibited items:

Knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to any person, including the pupil themselves; or - To damage the property of any person, including the pupil themselves.

We also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances: E-cigarettes and vapes, lighters, aerosols, legal highs/psychoactive substances, energy drinks, smart watches and mobile phones (see mobile phone guidance). All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the DfE's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Responsibility of all adults, including parents and carers:

We want our school to be a safe, happy and positive place for all. Therefore, we expect all adults to value and show respect for others by:

Supporting the Catholic ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community at all times.

Working together for the benefit of the children.

Respecting the school environment.

For staff:

Be a role model in terms of the values we want to see in school.

Welcome children at the start of the day

Smile

Be polite

Respond calmly to situations

Link behaviour to the values: 'I have noticed you are not being kind.'

Remind children of their capacity to behave well (previous examples of good behaviour)

Do not let conversations become confrontations. Wait until the child is calm.

Spot children for demonstrating our values and praise them (both in your own class and others)

Comment on positive behaviours in school e.g. Thank you for walking sensibly (single file, quiet line, holding a door open, kindness)

Have clear routines e.g. for entering and exiting the classroom, for getting ready at home time

Ensure Quality First Teaching is taking place to engage children

Make reasonable decisions about consequences

Teach children how to understand their emotions and how to develop strategies for regulating emotions

Involve the Senior Leadership Team when needed

Expectations of parents:

Correct your child's behaviour calmly

Be prepared to discuss behaviour issues with your child's teacher if needed.

Do not approach other parents about issues between your children.

Do not chastise other children

Do not send abusive or threatening emails to school

Any abusive or aggressive behaviour on school premises will be reported to the appropriate authorities, and Governors where necessary will prohibit an offending adult from entering the school grounds to safeguard our school community.

Responsibility of the headteacher and SLT:

Ensure the monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.

Act in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.

Establish high expectations of pupils' conduct and behaviour, and implement measures to achieve this.

Determine the school rules/values and any disciplinary sanctions for breaking the rules.

Ensure the day-to-day implementation of this policy.

Publicise this policy in writing to staff, parents and pupils at least once a year.

Report to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Be a visible presence around the school.

Regularly celebrate staff and children whose efforts go above and beyond expectations.

Ensure staff training needs are identified and met.

Support teaching staff in managing children with more complex or challenging behaviours.

Review weekly behaviour charts (and CPOM logs) to ensure they understand behaviour in each class and support staff/pupils appropriately.

Responsibility of the governing board:

Make a statement of behaviour principles, and provide guidance for the headteacher on promoting good behaviour where appropriate.

Ensure that this policy, as written, does not discriminate on any grounds, including protected characteristics.

Promote a whole-school culture where calm, dignity and structure encompass every space and activity.

Handle complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

Ensure this policy is published on the school website.

Responsibility of the SENCo:

Collaborate with the governing board, headteacher and the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

Undertake day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

Support teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Responsibility of the pastoral lead:

Liaise with the headteacher, SLT and SENCo to identify children who may need additional support to manage their behaviour.

Support individuals and groups of children as directed by the headteacher, SLT and SENCo.

Provide verbal and written feedback outlining support given.

Report any safeguarding concerns as a result of direct work with children.

The Equality Act (2010)

The Equality Act replaces previous anti-discrimination laws with a single Act. All services working with children and young people are required to comply with the new Equality Duty. Under this act, the following are protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Safeguarding:

Children's Services and educational establishments have a duty, under the Children Act 2004 to safeguard and promote the welfare of children.

Section 89 of the Education and Inspections Act 2006 states:

the head teacher of a relevant school must determine measures to be taken with a view to—

'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.'

Any concerns about a child's welfare must be acted on immediately and the Designated Safeguarding Lead or Deputy informed.