

St. Margaret Mary's Catholic Junior School
Pilch Lane
Liverpool
L14 0JG



Relationship Policy 2021/22

Committee to approve/ratify policy	Curriculum & Policies
Policy Co-ordinator	R Culley
Date of approval/ratification by Committee	June 2021
Date for renewal	June 2022
Signature of the Chair of the Committee	S Boardman

Mission Statement:

Loving, learning, growing together with Jesus

Overview / School Ethos

At St Margaret Mary's Catholic Junior School, the happiness and wellbeing of our school community is at the centre of everything we do. We pride ourselves on our high expectations and standards of behaviour which are as a result of our whole school community working together to foster the Gospel Values, not only in lessons but in every aspect of school life. Children who feel happy, safe, listened to and respected are more likely to achieve and make progress in their learning. At our school we constantly strive for an ethos that promotes strong relationships between all stakeholders. We pride ourselves on the work we do to create a culture that fosters connection, inclusion, mutual respect and value for every member of our school community.

This policy is written with a view to encompassing an Attachment Aware Approach.

We believe that our pupils should be treated fairly and taught key life skills such as

- How to maintain positive relationships with peers and adults
- How to maintain a happy life
- Long- and short-term strategies for wellbeing
- Positive learning behaviours which allow themselves and others to make good progress in their work

All members of staff will set high expectations and learners will be given clear guidance about what is expected of them. We understand that some of our pupils have specific needs and may require additional and tailored support to express their emotions in a more appropriate manner.

In short, our three expectations are: -

- Be Respectful
- Be Safe
- Be My Best

The school's expectations will be implemented by all staff and will be applied to all situations (i.e. classroom learning, playtimes, lunchtimes, Breakfast/After School Club, movement around the building, out of school visits). Rewards, strategies, co-regulatory supportive relationships will be used to underpin and encourage positive behaviour.

We will work in partnership with parents to ensure that the school's values and strong Catholic ethos become central to the lives of learners.

In line with Education and Inspections Act 2006 (Section 89), any paid member of staff (unless advised otherwise by the Headteacher) has the power to sanction pupils for misbehaviour that occurs in school (and in some instances out of school).

We use praise and positive encouragement to promote the correct behaviours with our pupils.

Pupils may be given praise as an individual or as a member of a class or group:

- Non-verbal (thumbs up, smiles etc) and verbal praise
- Written feedback on a piece of work
- Star of the Day/Week award

- Achiever of the Week award
- Disciple of the Week award
- Headteacher's Sticker
- Attendance and punctuality certificates, badges, vouchers, raffle prizes or phone calls home
- Dojos in class
- Stickers
- Headteacher's postcard home
- Praise telephone call.
- House Points
- Pupil Leadership roles
- Prefects

We adopt a graduated response to occasions where our pupils display behaviours that challenge. The agreed responses are:

- A member of staff will use non-verbal cue, proximity, questions, redirecting attention to the learner where possible. (Are you having a problem with your work?)
- A member of staff will support a pupil to move to a different place within the classroom to help them to regain focus.
- A member of staff will develop co-regulatory relationships with pupils to de-escalate difficult situations, recognising that co-regulation begins with self-regulation.
- A member of staff may encourage a pupil to seek adult help, move towards an agreed adult or use an agreed signal if they need help regulating their emotions.
- A pupil may be asked to miss a break/lunchtime to reflect on what happened, how they felt, the triggers for that emotional response and to articulate what they should do next time. They will also complete any work not completed.
- A pupil may be asked to miss a break/lunchtime following an incident on the yard, enabling them to reflect on their behaviour and articulate the change needed next time.
- A member of staff may send a pupil to a senior teacher or leader if their behaviour is an ongoing disruption to the other learners.
- A member of staff may send a pupil to a senior teacher or leader at break/lunchtime to discuss an incident.
- A member of staff may talk to a parent/carer for persistent low-level disruption.
- The Headteacher and or Deputy Headteacher may ask to meet with the pupil and parent/carer.
- If a pupil's disruptive behaviour becomes an ongoing concern it may be decided to introduce a 'Catch me Being Good Card' to the pupil encouraging the expected behaviour.
- A pupil may be referred to the Pastoral Support Team for intervention such as: 1 to 1 work with the Learning Mentor or a referral for an Educational Psychologist assessment.
- A pupil may receive an internal exclusion for incidents such as: consistently disruptive behaviour, aggressive or unkind behaviour directed at another pupil or member of staff.
- A pupil may receive formal warning letters for incidents such as: following consistently disruptive behaviour, violent behaviour towards another pupil or member of staff. (See appendix 2)
- Where there are signs that a pupil's behaviour is not improving and they are at risk of a permanent exclusion, school will work in collaboration with the family and Local Authority Behaviour Intervention Team and follow their framework to seek the most appropriate support for the pupil. (See appendix 3)

The tone of voice and the way every adult structures their approach will be aimed at the emotion and behaviour, not the pupil. All adults will remain polite always using calm tones whilst self-regulating their own emotions. Staff will avoid using harsh, loud, aggressive tones when dealing with inappropriate behaviours.

Such responses produce a negative and aggressive response in a pupil's brain.

CPOMs will be used to record negative behaviour and document incidents that occur, such as:

- repeated disruptive behaviour
- physically or verbally abusive towards a fellow pupil
- physically or verbally abusive towards a member of staff
- incidents where SLT have been involved
- repeated loss of break/lunchtime

CPOMs logs will be analysed on a four-week cycle for each year group and intervention or support allocated at Pastoral Support Meetings.

Adult do's and don'ts for promoting positive behaviour for learning

Adults in our school will:

- be mindful that behaviour is a communication of an emotional need whether this be conscious or unconscious
- refer to our pupils with behavioural difficulties as 'vulnerable' not 'troublesome'
- make students feel valued and cared for
- enquire about how children are and ask them about their interests
- view every day as a fresh start
- provide our children with a positive role model
- ensure that pupils are always emotionally and physically safe.,
- not shout, unless the situation is an emergency
- demonstrate non-judgemental, self/well-regulated response to challenging behaviours
- strive to engage with a child displaying challenging behaviours demonstrating compassion and empathy, allowing for connected and regulated thinking
- discuss and explain consequences in private if needed
- avoid using overly emotional language to describe behaviour (e.g. disgusting). Instead, the impact of the behaviour (on the pupil/others) will be discussed with the pupil
- start lessons promptly and punctually (to avoid pupils misbehaving)
- not send pupils out of class to stand in the corridors
- only write children's names on a whiteboard in the classroom for positive recognition.
- ensure they arrive on the yard to collect pupils before the whistle is blown
- expect mutual respect from pupils
- ensure pupils enter and exit the classroom quietly and calmly
- ensure pupils move around the school safely and quietly
- apologise if they make a mistake or jump to the wrong conclusion
- focus on redirecting a pupil's behaviour back to learning rather than focusing on the inappropriate behaviour
- ask for support from another member of staff if they need it
- use 'if' and 'then' to clarify actions and consequences e.g. "if you don't focus and complete the task, then you will need to complete the task in your own time"
- follow through with 'if' and 'then' statements and never make a 'threat' outside of the school's agreed consequences.

Pupil do's and don'ts for promoting positive behaviour for learning and building supportive relationships within school

Pupils will:

- build positive relationships with peers and adults in school
- arrive in school on time in full school uniform with the equipment needed for their school day
- be respectful and polite to others
- follow adults' requests
- ask for help if you need it
- move around the school site in a safe and sensible manner
- be sensible and considerate when travelling to and from school
- attend required subject interventions to support your progress and learning

SLT do's and don'ts for promoting positive behaviour for learning and building supportive relationships within school

SLT will:

- meet and greet the children at the school gate each morning to build positive connective relationships with every child and parent/carer
- encourage all members of the school community to be positive, considerate and respectful
- be a visible presence in the school
- celebrate staff, leaders and learners whose effort goes above and beyond expectations
- regularly share good practice
- support staff in helping pupils with more complex needs
- monitor the school's behaviour policy
- regularly review provision for learners who may need additional support

Parents do's and don'ts for promoting positive behaviour for learning and building supportive relationships within school

Parents will:

- foster good relationships with school and support the school in implementing this policy
- promote and support the school expectation with their child/children
- ask a member of staff for support if they need to
- encourage independence and self-discipline
- support their children's learning in school, working in collaboration with staff

Exclusion:

There may be rare occasions when the Headteacher feels that the formal process of a Fixed Term Exclusion needs to be applied. Fixed Term Exclusions are not carried out lightly and only take place when:

- Long term misbehaviour is not improving with a range of strategies
- The learning of others is seriously hindered
- Significant and deliberate harm has been caused to another child
- A member of staff has been physically assaulted
- Permanent damage has been caused to the school building or property
- Photographs of children in school/school uniform have been taken and posted on to social media (children identifiable by uniform).
- A pupil is found with a weapon in their possession.

At the time of exclusion, a date will be agreed with the parent/carer to hold a reintegration meeting. The meeting will be led by a member of the SLT. It aims to provide opportunities to rebuild trust, relationships and looks forward to making a new start for the pupil.

Lunchtime Behaviour:

Our school policy applies throughout the whole school day. Our pupils will have access to a number of areas to play and can choose who they wish to play with within their year group (COVID restrictions permitting). Lunch Club will be available on request of the class teacher for those pupils who require more adult support at dinner time. If an incident or accident occurs pupils can speak to one of the midday staff supervising in the area where they are playing.

If a negative behaviour incident occurs the following actions will be carried out:

- The member of staff will remain polite, self-regulating their response and use a talking voice with the pupil, regardless of the pupil's reaction.
- The member of staff will ask the pupil to step away from the situation, to a quieter area of the playground.
- The member of staff will move down to the eye level of the pupil and use open body language.
- The member of staff will stand at a respectful distance from the pupil and will begin a respectful conversation.
- The member of staff will not use gestures like 'wagging a finger' but will adopt neutral body language.
- Staff will not shout.
- Staff will give a pupil calming down time, allowing time for co-regulation before they begin to explore the incident together.
- Staff will listen to the pupil and not jump to conclusions.
- All adult staff working in school will use the same procedures listed above to deal with an incident.
- If staff need to communicate with each other regarding an incident or a pupil's behaviour, they will do so in private without the pupil or pupils being able to hear.
- Staff will not use emotive language to describe the incident or behaviour.
- There may be occasions when SLT are needed to resolve an incident at lunchtime. In these situations, a pupil may be asked to miss some of their lunchtime or spend time in one of the SLT offices.

Serious Incidents:

- There may be occasions when there is a fight or when a pupil is particularly distressed.
- An adult will seek the help of another adult to alert SLT, the Learning Mentor or SENCo for support.
- If the pupil themselves cannot be removed from the situation, other pupils need to be calmly removed from the room or immediate area.
- The appropriate adult will assess the situation and determine if the pupil initially requires first aid.
- An adult will adopt a self-regulating response which will then allow for co-regulation with the child.
- At the appropriate time the adult will speak to the pupil calmly but firmly.

- 1. Stop**
- 2. What has happened?**
- 3. Let me help you**
- 4. Come with me**
- 5. Everything will be OK**

This sequence will be repeated, (particularly the last 3 statements) until a member of SLT, SENCo or Learning Mentor arrives to help.

The Use of Reasonable Force

- 'Reasonable Force' covers a range of actions that involve some amount of physical contact with a

pupil that a member of staff may (on very rare occasions) need to use.

- 'Reasonable Force' means using no more force than is required to keep someone or something safe.
- Relationship skills need to be used effectively before a pupil is restrained. It is essential that the adult adopts a self-regulated response to enable the child to co-regulate before and (if necessary) during restraint. The safety of the pupil, other pupils and adults are of the utmost priority.
- Several staff within school have 'team teach' training, these staff should be called upon in the event that a pupil needs to be restrained. However, this may not always be possible especially if the child/another child is in immediate danger of harm
- Using 'control' means passive physical contact (standing between pupils or blocking a pupil's path) or active physical contact (leading a pupil by the arm out of a classroom).
- Using 'restraint' means to hold back a pupil physically or bring a pupil under control. This approach is used in more extreme situations (when two pupils are fighting and refusing to separate without physical intervention).
- School staff should always aim to avoid acting in any way that may cause injury. In extreme cases it may not be possible to avoid injuring a pupil.
- All staff members have legal permission to use 'reasonable force'.
- This legal permission applies to any member of staff at school. It can also apply to people whom the headteacher has temporarily put in charge of pupils (such as unpaid volunteers, student teachers or adults accompanying a school trip).
- Following a restraint, the staff member will try to calm the pupil. The use of 'reasonable force' cannot be used as a consequence.

Reasonable force may need to be used in the unlikely event of a serious breach of behaviour, such as:

- When a pupil's behaviour seriously disrupts the learning of other pupils and the pupil has refused to leave the classroom.
- When preventing a pupil from attacking a member of staff / another pupil, or to stop a fight on the playground.
- When preventing a child from harming themselves through a physical outburst.

Equal Opportunities and Inclusion

At St. Margaret Mary's Catholic Junior School we aim for all pupils, regardless of their characteristics, to achieve their full potential.

Outcomes and impact:

St. Margaret Mary's Catholic Junior School is committed to ensuring that relationships are the building blocks of school life and that children and staff enjoy coming to school and that they feel safe and happy. This policy will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and code of conduct. We are committed to meeting the needs of each individual, especially those identified in the 2010 Equality Act.

Policy Links:

Code of Conduct

Safeguarding and Child Protection

Equality Information and Objectives

Anti-bullying

Positive Handling Policy

Appendix 1: Behaviour Pupil Voice

In Our Classroom

Appropriate	Not Appropriate
<p>Being polite and kind Listening to adults and each other Always try your best Put your hands up if you want to talk Use our manners Kind words Don't talk whilst others are Showing respect by helping Following instructions Getting on with the task (stay focused) Not throwing objects Quiet voices Sharing</p>	<p>Running Swearing Lots of talking Fighting (Playing or real) Swinging on chairs Throwing things Refuse to do work Being mean Fussing Shouting out Distracting others Sitting under the desk Talking over people Unkind actions Not trying your best Arguing Damaging or taking others property Pulling faces at children Silly noises</p>

On the playground

Appropriate	Not Appropriate
<p>Include everyone in your games Helping people if they are hurt Telling a member of staff if there is a problem. Sharing the school equipment. Running sensibly Playing nicely Taking care of equipment Being kind to all (actions and words) Playing by the rules of a game Respect for everyone]</p>	<p>Being disrespectful Fighting / touching others with your hands or feet Not listening to instructions given by dinner ladies Winding children up Pushing Hurting people Climbing fences Using unkind words Littering Standing on tables Going in the mud Going inside without permission Throwing anything at other children Rough play Swearing</p>

In our Corridors

Appropriate	Not Appropriate
Walking Single file when travelling around the school Being polite-holding doors open/ saying hello / thank you Quiet talking Respecting the monitors Walking on the left	Running Pushing others in line Being disrespectful towards our monitors Shouting Tripping others up Picking at displays Jumping down the stairs

In our Hall/Canteen

Appropriate	Not Appropriate
Getting your cutlery Eating sensibly Sitting in one place and staying there Talking quietly Putting your rubbish in the bin Walking Showing respect to adults Clearing up after yourself Treat the canteen like a restaurant Say thank you	Running around Throwing food Not saying thank you Being out of your seat Changing places Standing up to eat Being mean Leaving my rubbish on the table Pushing into the line Messing / touching other's food

Behaviour towards staff

Appropriate	Not Appropriate
Calm manner Holding a door Using good manners Helping them out Being patient Listening Follow instructions Showing respect Using their correct name Cheer them up Good attitude	Arguing Answering back Being rude or disrespectful Talk over them Shouting Hitting Ignoring Being cheeky Not listening Calling staff by their Christian name Walking away before the conversation has finished.

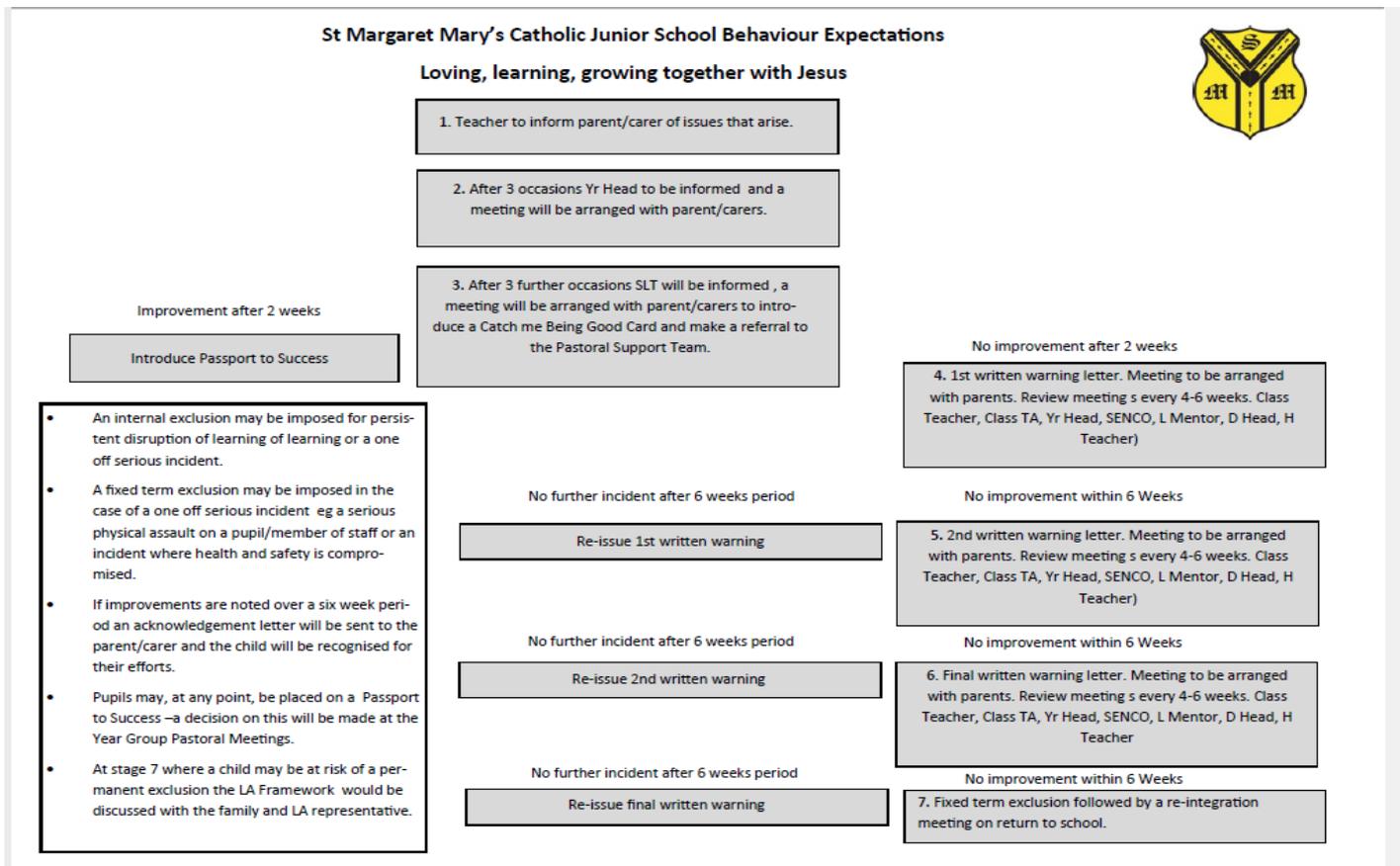
Behaviour towards other children

Appropriate	Not Appropriate
Being polite Showing them respect Treat everyone equally Being helpful, kind and caring Being friendly Including children into games Sharing Work together Love everyone Listen Follow our mission statement Kind words Patience Treat others how I would want to be treated	Shouting Hitting Kicking Swearing Unkind words Bullying Fighting Spitting food Distracting them from their work Laughing when others make a mistake Damaging their property Making someone feel sad Winding up Running away from others if they don't like it.

When I am outside of school wearing my school uniform (representing our school community)

Appropriate	Not Appropriate
Behaving my best Being helpful Showing respect to all Setting an example for younger children Playing with friends Use good manners Pick up dropped litter Crossing the road safely Offering to help others in need	Fighting Bullying Being disrespectful Anti-social behaviour (egging) Acting differently to how I act in school Messing with others property Being racist Using bad language Dropping litter Playing/climbing in areas I am not supposed to Post pictures or videos on social media Using social media in a negative way Stealing Vandalism

Appendix 2: School Behaviour Expectations Flow Chart



Appendix 3- Top Tips for implementing an Attachment Aware Approach

(Sarah Ahmed December 2017)

Recognise behaviour as a form of communication

Consider what might be underpinning a pupil's behaviour. Don't immediately seek within-child explanations - e.g. labels such as ADHD, ASC. Consider the pupil holistically/ in context. Their behaviour might be a very normal response to adverse life experiences.

Promote a positive approach

Spot pupil behaving well/ doing the right thing. Offer specific and descriptive praise (or for those pupils who find it difficult to accept praise, offer discrete non-verbal feedback). Avoid global statements such as "good boy".

Differentiate expectations

- How long should you expect a pupil who is hypervigilant to sit still during carpet time or assembly?
- What might be realistic expectations (in terms of approach to a task) for a pupil who is terrified of failure?
- Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.
- Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach.
- Set up the expectations accordingly, so that pupils aren't set up to fail.

Differentiate response

Some pupils perceive/experience public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the pupil, which can also powerfully remind them that you are holding them in mind). Always ensure that any disapproval expressed is of the behaviour and not the person (i.e. maintain a sense of unconditional positive regard).

Relationships first!

- 'Engage, don't Enrage'
- 'Connection before Correction'
- 'The 3 Rs: Regulate, Relate, Reason'

Remember empathy comes before limit-setting/problem-solving around the behaviour. Use emotion coaching and attachment aware scripts – e.g. "I'm wondering if (you are shouting out "this is boring!" because) you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail".

A whole school approach

All members of staff are responsible for supporting the behaviour of pupils across the school. Attachment/building relationships is everybody's business! The HT and SLT must lead the whole school attachment aware ethos to promote a consistent approach that is embedded across the school, through policy development, displays, choice of language, non-verbal behaviours, and communication with parents/carers, as well as those outside of the school community. One or two 'key adults' working to support a pupil using attachment aware approaches is not enough. You need the whole school community to be signed up to an attachment aware approach.

Use agreed tools for recording, monitoring and sharing planned strategies/support/progress around behaviour so that they can be consistently implemented.

Examples: Personal Education Plans (PEPs) for Children in Care and Previously in Care; the Secure Base Model Checklists, Action and Progress Plans; Pastoral Support Plans (PSPs); Individual Education Plans

(IEPs); Provision Maps; Pupil Passports. These should highlight strengths and areas of resilience - not just within child but also family/community factors. Include key triggers to avoid escalating situations (e.g. using a loud voice/ threatening body language/ publicly admonishing/confronting). Pupil and their parents/carers need to be involved and central to this process. Consider who else might need to be involved in support – e.g. other key adults or agencies such as CAMHS or Social Care?

Small actions can make a big difference!

Even smiling at/greeting a pupil on their way into school can really add to their sense of belonging/ feeling liked, respected and valued.

Don't expect immediate results or returns!

A pupil might be very dismissive of you behaving in a kind/empathic manner towards them, but this doesn't mean that your actions weren't important, or valued! It may just mean they are not in a good place to be able to receive kindness and/or that they need lots more experiences of this positive approach/kind behaviour to even begin to internalise a positive sense of self.

Expect sabotage from some pupil and name it, where appropriate

Dan Siegel's 'Name it to tame it'. For example, "Amy, I am wondering if you trashed the room because it feels like too much pressure on you to keep showing such good behaviour all morning, and maybe you are scared of disappointing me or yourself?"

Recognise that what you feel is a likely indication of how the pupil feels

If you feel helpless/stuck/frustrated/angry, this is often an important indication of how the pupil is feeling inside and what they are projecting out.

Be cautious around suggestions of a 'fresh start'

Often people start to look for fresh starts such as another school for a pupil when they feel stuck. Don't assume anyone else will be able to manage the behaviour any better/ feel less stuck! The problem just becomes someone else's to deal with! Always consider whether this is really best for the pupil. Often pupils who unconsciously push others away through their behaviour are the ones who have experienced the most rejection and are most successful at being repeatedly rejected/excluded.

Appendix 4- St Margaret Mary’s Catholic Junior School Attachment Aware School Self-Evaluation 2021-22

An Attachment Aware School will be able to demonstrate competence in the areas outlined below (see criteria/outcome*). Please complete the self-evaluation below (your answers need to be based upon where the school is now and actions your school has taken over no more than the past three years).

Completed by:

Date:

Criteria/Outcome	Not started (0) Emerging (1) Partially achieved (2) Achieved/ongoing (3)	Evidence/Examples of what has been done and when	Next steps/what will you be doing next?
Active support from senior leaders and school governors			
Whole staff training in attachment, to provide a shared understanding of why schools need to be attachment and trauma aware, strategies to use and the support the school needs from its partner agencies			
The consistent implementation of attachment aware strategies by all staff, especially Key Adults who support targeted children			
An Attachment Lead or Champion at a senior level, to continue leading the school’s training and development of attachment practices and to support staff to implement strategies			
Involvement of parents and the wider community e.g. at specially organised training events			
Continual monitoring, evaluation and			

development of strategies - e.g. updating school's behaviour management policy; whole school or class-based interventions to promote social skills and friendships, such as Circle of Friends Approach, Pastoral Support Team			
Support for all staff through informal discussion, pastoral support team, professional chats and where appropriate individual supervision			
Induction for new staff into the school's shared attachment knowledge and practices			

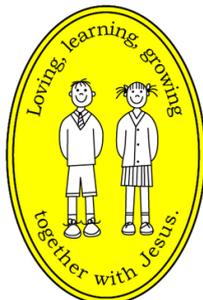
Appendix 5 - St Margaret Mary's Catholic Junior School Pledge



Our school signs up to the following Attachment Aware principles:

1. Attachment is 'everybody's business' and underpins all our practice.
2. We recognise that all our behaviour is a communication and respond accordingly, with awareness of our own attachment styles.
3. We use our Attachment Aware Self-Evaluation Form as a working tool to guide our whole school practice.
4. We know that our school will succeed, and achieve good attendance and results, when the Social, Emotional and Mental Health (SEMH) needs of staff, children/young people and families are prioritised.
5. We recognise the importance of reflective practice, and support staff to build this into their everyday work, in order to effectively manage their roles.
6. We will do all we can to enable children and young people to remain securely based in our school.
7. We know that children and young people do best when professionals work collaboratively and harmoniously together with families/the wider community to address their needs.
8. We recognise that good leadership in schools will achieve these principles of inclusion

Sarah Ahmed, June 2017



Appendix 6: Knowsley Behaviour Intervention Framework

