



St Saviour's Infant Church School St. Saviour's Junior Church School

Behaviour and Relationship Procedures

Review Date:

Our Values and our purpose

[Click here to find out more](#)

St. Saviour's Behaviour Vision:

At St Saviour's we believe children develop a lifelong love of learning through inspirational teaching in a nurturing, supportive and challenging environment. The culture of our school is to promote a sense of wellbeing and high aspirations, encouraging children to be resilient, embracing and learning from failure while celebrating success.

All children have unique talents and dreams. It is our duty to make sure that our school is a place where everyone is treated equally, encouraged and respected. We believe that having high expectations leads to all children being able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe, inclusive place where exciting and challenging learning is taught in a happy, caring and fun environment. We all work for our school to be a happy place where children demonstrate good behaviour and all children enjoy their educational journey. At St. Saviour's, we believe in ensuring children have as many opportunities as possible to help them fulfil their dreams and reach their potential.

Underpinned by Thrive

The THRIVE approach is used to help children be ready to learn, through helping children form secure relationships with trusted adults and develop their stress-management systems. This is a whole school approach delivered in a way that is developmentally and age appropriate. Adults act as co-regulators, developing pupils insight and language of sensations and emotions and building understanding of self within a community based on inclusion and tolerance.

General Aims

This policy sets out to define a code of positive behaviour for St. Saviour's Schools and is underpinned by our [Purpose Pyramid](#). The policy applies to every individual in school. We aim to provide a happy, fun atmosphere in which staff and parents work together for the welfare of the children, and where children adopt high standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

THRIVE principles and approaches underpin every interaction within and across all our settings. We aim to enable our pupils to:

- Experience challenges,
- Succeed in their learning,
- Have a sense that learning can be fun and relevant to their lives,
- Gain a sense of pride through social learning and positive experiences; this is an integral part of our schools.
- Become independent enthusiastic learners with a willingness to take risks, fail and learn.

From the earliest opportunity pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society. Core to our work is enabling children to be able to understand, name and manage their emotions appropriately, to apply thinking between feelings and action, and to increasingly show empathy and understanding to others. It is important that we all understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated.

The general standard of behaviour is the collective responsibility of the whole staff. This demands a positive policy of encouraging and teaching good behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff, parents and carers.

All members of staff to use praise regularly to motivate and make children feel special.

We do this in many ways and these might include:

- A quiet word of encouragement
- A positive comment regarding a piece of work
- Stickers to be awarded
- A visit /A phone call/ Teams call to another member of staff, or the Head of School/ Executive Headteacher for recognition.
- Praise in front of the group, class or whole school (as appropriate)
- Acknowledgment by presentation of awards
- Giving a special privilege
- Display of work
- A phone call, note home or Tweet/ Facebook Post to share good news
- Friday celebrations

The Head of School and Executive Headteacher visit classrooms regularly to check on behaviour and to check that all children feel safe and happy.

As part of our school culture, we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. We regularly speak to parents at the door, send home stickers and post great news on our website and social media accounts.

Should a child's behaviour become a cause for concern or a behaviour pattern is developing their parents or carers will be contacted and the matter discussed.

St. Saviour's staff support the following:

- Good standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- Good supportive routines have to be taught
- We set high standards, apply rules and expectations consistently and fairly
- Everyone is here to learn and have fun and must be treated as an individual
- Strong and positive relationships are vital between everyone at every level

- We all make the wrong choice sometime and are willing to reflect on the situation and learn from the experience

All staff will always:

- Keep calm
- Use general (whole school training) or personal (agreed child Thrive plan) Thrive approaches
- Listen
- Be positive
- Build strong and trusting relationships
- Be consistent
- Support the children to reflect on the situation and the impact of actions
- Follow up situations to their conclusion
- Apply the schools policy
- Not devolve responsibility

Staff will follow the THRIVE approach when supporting dysregulation using VRF's (Vital Relational Functions).

Attune: This is where you are alert to how they are feeling. You demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or special experience of the child's emotional state.

Validate: This is where you are alert to the child's experience. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings.

Containment: This is where you demonstrate that you understand the pitch, intensity, quality of their feeling or mood and that you can make it bearable and survivable for the child. An adult will, 'lend their thinking brain.' This is where you show that you can take their deep distress, raging anger or painful sorrow and make it a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This builds trust for the child: in you, in adults and in the world.

Soothe, calm, stimulate: This is where you must be alert to how they are feeling and demonstrate emotional regulation by soothing and calming their distress. Catch it, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves.



The school behaviour policy is based and underpinned by our Caring Code and 3 school values

We show we care, We show respect, We do our best

Enthusiam, Integrity, Resilience

All members of staff to use praise regularly to motivate and make children feel special as explained in the first section of this policy (General Aims)

In addition to this we reward the children regularly with individual and class reward approaches personalised for the age and motivations of the children linked to a weekly celebration assembly including, 'Learning to Learn' awards, Oracy Champions, individual and class sticker charts and Dojos (KS2)

We are proud that in the vast majority of cases behaviour is managed through high expectations and the strong culture of our school. However, sometimes children communicate to us in a way that does not meet our Caring Code and School Values and this needs to be recognised and addressed in a clear and consistent way.

Recognising and addressing unmet need reinforces expectations and helps support children in understanding their actions. Those who find it difficult to meet the Caring Code and school values will be supported through our behaviour and relationships policy. Every child will be taught our school behaviour curriculum.

The policy has 3 stages. Beyond this we recognise that a child's needs need to be met through a bespoke planning and curriculum. We are a Thrive school and understand that not all children are coming from the same life experiences. Therefore, there are times when bespoke Behaviour Support Plans are necessary to meet and support the needs of the child (see final section).

When we issue a consequence to a child this is always supported by an 'intervention' to support the child. For example, it might be as simple as a reflection and discussion with an adult to understand the reasons, a organised meeting with a trusted adult to discuss the situation and reflect on the outcome in more detail or a Thrive session with a qualified Thrive practitioner.

Stage		Possible Examples
1	PURPLE COLOUR WARNING – reminder of the Caring Code When a child finds it difficult to meet the expectations of the Caring Code and the school rules during class, on the playground or about the school	Calling out in class, talking when supposed to be listening, running in the school building, rudeness

	they will be given a verbal warning from a member of staff. This needs to be understood as an immediate and necessary change in behaviour by the child.	
2	BLUE COLOUR WARNING – MINOR A verbal warning to act as a second reminder If the child continues to demonstrate behaviour as above	Calling out in class, being disrespectful to a member of staff, being unkind to another child etc.
3	ORANGE COLOUR WARNING – MINOR If the child continues to find it difficult to meet the expectations OR a serious one off incident has occurred a consequence will be given to the child. The member of staff/class teacher may use the following consequences. • Reflection time during lunch or break • Catch up learning time • Parents/ Carers informed • Removal of dojos in consultation with SLT The class teacher will be starting to keep a frequency chart of behaviours to note patterns or triggers to behaviour. Become deeply curious and have conversation with Inclusion and SEND team. Behaviour logged on CPOMS	Repeated behaviours, swearing, continued disrespect or unkindness to other children, ignoring an adult. Leaving the classroom without permission.
In the event of a serious incident that has gone beyond the above 3 stages it will be handled by a member of the SLT using a variety of approaches that would include: Investigation Restorative conversation – What happened, who was impacted, how can we make it better (repair) Reflective time Adaptations Consequence Parents and Carers would be informed		

INTERNAL EXCLUSION

There may also be circumstances where the Head of School or Executive Headteacher escalates straight to internal exclusion bypassing previous steps. The number of days will be decided according to the incident. This will be recorded by the Head of School on the schools CPOMS system.

Leaders will always take context, developmental stage and needs of the child into account before taking this step.

FIXED TERM and PERMANENT EXCLUSION*

Should the child not respond to the measures above the Head of School or Executive Headteacher may exclude for a fixed term. There may also be circumstances where the Head of School or Executive Headteacher escalates straight to fixed exclusion bypassing previous steps. Outside agencies may be employed to work with the child and family and offer support. Should this not be achieved the child will face permanent exclusion.

We follow the DfE guidance on Exclusions and can be [found here](#)

We follow the Bath and Wells Trust Exclusion Policy that can be found on [our policy website page](#)

Section 2



Infant and Junior School Joint Information

Individual Behaviour Support Plans

It may be necessary, in some circumstance, to support a child's behaviour through a personalised behaviour plan.

This is put in place to support the child and will take into account the child's individual needs. Below are some examples of support plans that could be used. These examples are not exclusive and other approaches can be taken or the examples edited to meet the needs of the child.

The parents and carers will be informed if their child has a behaviour support plan, and the behaviour support plan will be explained in detail to the parents or carers.

Incidents of behaviour that is discriminatory

St. Saviour's Schools takes a zero tolerance view to discrimination against [these protected characteristics](#). All incidents are recorded, reported (CPOMS) and investigated. The child's age and motive are noted and parents contacted in all cases. A senior leader will determine the support and/or sanction from the information given and

ensure all parties are clear about the schools expectations. Relevant support is offered for the victim and perpetrator.

Deliberate, targeted and wilful incidences will be reported to appropriate external authorities.

Bullying

St. Saviour's School takes a zero tolerance view to bullying and the consequences outlined in the above policy will be taken. Relevant support is offered for the victim and perpetrator. We do have a separate policy that outlines our approach to anti-bullying in the school.

Lunchtime behaviour

The Play Team are encouraged to award good behaviour and aware of the behaviour policy and the principles of Thrive.

They may reward children with sticker, Dojo's (Juniors) and are encouraged to report back success to class teachers and SLT.

Inappropriate behaviour at lunchtime will result in a reflection time. If a member of the Play Team thinks the behaviour is persistent or serious enough the child will be referred to the Leadership Team.

The Leadership Team will follow the same warning and consequence system as exists in class.

Inappropriate behaviour will be reported via the Play Leader to the class teacher or a senior member of staff. Play Leader will meet with the Head of School to discuss lunchtime improvements including the management of behaviour.

Dealing with behaviour concerns raised by Parents and Carers

The schools are keen to ensure that communication is strong. Should a parent or carer have any concern with respect to behaviour they need to approach the following members of staff. This will help ensure a quick and appropriate response

1. **Make an appointment to speak to the class teacher.** The teacher is on hand to discuss concerns and is the first point of contact. The teacher will take notes, investigate and will seek to rectify/support the situation. They may also provide advice as to further action.
2. **Speak with a member of the senior leadership team.** Should the situation be of a more severe nature or involves the class teacher the parent will need to meet the Head of School. Again, a record of the conversation will need to be kept and agreed actions taken and fed back (records will be uploaded to CPOMS)
3. **Escalation** to the Executive Headteacher will follow once the Head of School has been involved or deems it necessary to refer.

Note: the school may involve the Behaviour Panel at any stage if it is felt that this service is required, for example parental support.

Section 3

Appendices

1. Example individual behaviour support plan examples (please note, these are examples and the choice of plan will be based on the child's needs) link click [here](#)

Appendix 2 Behaviour Curriculum