



**St Bonaventure's Catholic Primary School,
Egerton Road,
Bishopston Bristol,
BS7 8HP**

Relationships and Behaviour Regulation Policy

Policy Owner	Headteacher
Governing Body Committee	STANDARDS
Version no.	
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Next Review Date	

This policy is available at <http://www.st-bonaventures.bristol.sch.uk/>



Version History

Version	Date	Page	Description of Change	Origin of Change



1. Vision statement

At St Bonaventure's Catholic Primary School we strive to be the best we can, guided by the light of Christ. Our children have open hearts and minds, a sense of awe and wonder and a love for each other, themselves and God.

The whole community has a commitment to creating an environment where everyone feels

**Safe
Happy
Able to learn
Cared for
Listened to
Confident
Able to be who they are**

2. Policy Statement

This policy was based on guidance provided by Bristol Local Authority and has included input from members of staff, parents/ carers and pupils.

3. Policy Scope

This policy is for all staff and pupils, parents and carers, governors, visitors and partner agencies working within St Bonaventure's providing guidelines and procedures as to how we respond to behaviour.

4. Policy Aims and Objectives

We are an Attachment aware school and believe that by building and modelling positive relationships between all adults and children in our school community, children will feel safe, valued and free to be who they are within our school. We maintain clear boundaries and expectations around behaviour within a nurturing environment in order that all children will feel able to learn, cared for and listened to.

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole community.



We aim to...

- Create a safe environment that has strong, positive and supportive relationships at its heart.
- Provide a nurturing and supportive community where every person is valued and empowered to be the best they can be.
- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members.
- encourage children to express themselves as individuals while listening to, respecting and appreciating the contributions of others
- help children develop a sense of worth, identity and achievement.
- value and celebrate diversity within our community and the wider world
- demonstrate how to live and treat others through Gospel Values
- train and equip staff in understanding that all behaviour is communication and recognising the manifestation of childhood trauma (ACE's) and attachment seeking behaviour
- ensure that vulnerable children are in relationship with at least one emotionally available adult
- ensure that all staff and children feel that the school is an environment that supports their SEMH needs

We hope to achieve these aims through a school relationships and behaviour regulation policy based on positive relationships and a trauma informed approach. The children understand all adults have high expectations of behaviour both within and outside the classroom. A consistency of expectation and approach by all adults in the school ensures that children understand the rules, rewards and consequences of breaking the rules.



<p>Rules Be Respectful Be Kind Be Ready</p>	
<p>How will pupils behave? Be Respectful Be Kind Re Ready</p>	<p>How is positive behaviour recognised? Praise House points Class Golden tickets</p>
<p>Three ways to recognise conduct that is over and above? Postcard home Individual golden ticket Walk the walk assemblies</p>	<p>Process for managing behaviour</p> <p>Nudge - Reminder of what you are mean to be doing Warning – You are disrupting the learning of others Time out in another class (time according to age) Teacher or LSA returns you to your own class after allocated time. Apologise to teacher and settle quickly to work.</p> <p>If not settled or behaviour is repeated within a week discussion (key stage 1) or detention (Key Stage 2) with Key stage lead. Work with Key stage lead to put things right. Mrs Ballantine, Mrs Woolley and parents are informed.</p> <p>Deliberate and serious breaches go straight to time out in another class.</p>
<p>How will all staff behave every day? Meet and greet at the door Refer to 'Be respectful, Be kind, Be Ready' Model positive behaviours and build relationships</p>	<p>How will senior leaders support positive behaviour? Meet and greet at the gate Be a visible presence round the school site Support teachers in managing learners with more complex behaviours</p>
<p>Support beyond the classroom Restorative conversation overseen by SLT Adapted provision or timetable Team around the child</p>	<p>Alternatives to exclusion Restorative conversations and action Adapted timetable Internal exclusion/ time out</p>



5. Policy links

This Relationships and Behaviour Regulation policy links to the following other policies we hold in school

PSHE policy

Anti bullying policy

Safeguarding and Child protection policy

Positive handling policy

E Safety policy

Health and Safety policy

Anti bullying policy

Staff wellbeing policy

6. Roles and Responsibilities

Maintaining good behaviour is the responsibility of all staff, governors and parents. We expect our staff and parents to be good role models for our children as we encourage them to live out Gospel values in following the school rules and caring for others.

The role of the governing body

- Ensuring the effective implementation of this policy.
- Ensuring the school's ethos reflects its commitment to supporting positive relationships and behaviour regulation..
- Ensuring staff roles and responsibilities are clearly defined and monitored.
- Ensuring that all school policies are assessed for workload impact.
- Encouraging an awareness of stress awareness throughout the school – promoting stress as a serious issue rather than a weakness.
- Consulting with the Headteacher on managing staff stress and promoting wellbeing, including them in any decisions that need to be made.
- Ensuring the Headteacher puts measures in place to support staff wellbeing.
- Actively trying to eliminate stressors in the school, e.g. by considering the format and quantity of information it requests from the Senior Leadership Team.
- Ensuring governor monitoring visits are strategic, focused and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them.



The role of the Head teacher and senior leadership team

The role of parents/ carers/ guardians

7.The role of Bristol City Council

This policy is based on the attachment aware approach recommended by Bristol City Council and the Bristol Educational Setting Attachment Pledge (appendix)

8. Our approach

In order to support a trauma informed approach to relationships and behaviour management we have procedures in place to ensure that children feel safe, are able to build healthy relationships and have tools to enable them to self-regulate.

Protect (Children to feel that school is a safe environment)

- Parents and children are greeted on the school gate
- Teachers and LSA's greet children as they arrive in the morning
- Every class has procedures in place for children to 'check in' with the teacher
- All classrooms have a 'things I wish my teacher knew' box which is checked daily
- Headteacher and Deputy have a "things I wish my Headteacher/ deputy headteacher knew' box
- There is a whole school commitment to not using harsh voices, shouting, put downs or criticism.
- The school rules "Be Respectful, Be Kind and Be Ready" are referred to regularly and implemented consistently by all adults within the school.
- Children understand the consequences of breaking the rules and that time will be given for restorative conversations and actions
- Visual or written timetables are shared with the children and any changes to routine are communicated with as much advance notice as possible.
- All vulnerable children to have access to at least one emotionally available adult
- School staff use PACE to interact with children and are warm, empathetic, playful and curious.
- School staff adjust their expectations around vulnerable children to correspond with the developmental capabilities and experience of traumatic stress.

Relate (building trusting relationships)

- Opportunities for vulnerable children to build relationships with emotionally available adults. This will support them in making the shift from blocked trust to trust and from self help to help seeking.



- All school staff trained in emotional coaching and in relating to children in the four key relational needs for secure attachment (affect attunement, empathy, soothing and containment)
- All staff take responsibility for the behaviour of all children and will always respond to incidents of children breaking the rules.
- Children have the opportunity to have a restorative conversation and plan restorative action following an incident where there has been a breakdown in relationships.
- A whole school commitment to enabling children to see themselves, their relationships and the world more positively

Regulate (modelling and supporting emotional regulation)

- Interventions and peer support group to support children in bringing down stress hormone levels.
- Staff are calm and give take up time before implementing sanctions.
- Emotional wellbeing and regulating of staff is given high priority (see staff wellbeing policy)
- Play therapy available for identified vulnerable children.
- Weekly wellbeing sessions for every class to support children in developing strategies to recognize their triggers, reaction to stress and develop tools for emotional regulation.
- Class toolbox to support children in emotional regulation (calm breathing, meditation, yoga, visualisation)
- Support, signposting and resources for parents

Reflect (reflective practice to ensure that provision continues to support positive relationships)

- Jigsaw (PSHE) and Life to the Full (RSE) content enable children to make informed choices about how they relate to others and also support them in a developing understanding of their own physical, emotional and mental health
- Staff will follow up on behaviour incidents every time and engage in reflective dialogue with learners.
- Children have the opportunity to have a restorative conversation and plan restorative action following an incident where there has been a breakdown in relationships.
- Where there are consistent or serious breaches of the rules senior leaders stand alongside colleagues in supporting individual children to take part in restorative conversations.
- Regular reviews of provision and sharing of ideas among staff to support children's SEMH needs.
- Regular reviews of provision for children on the Concerned and Vulnerable list.



At St Bonaventure's we define our vulnerable pupils as follows:

- Pupils who are not making progress
- Pupils with significant barriers to learning (multiple barriers)
- Pupils with low attendance < 90%
- Pupils open to social care
- Pupils who are new to English and have no previous experience of UK schooling
- Refugees
- Pupils who are receiving support for SEMH concerns/needs and who may be open to PMHS/CAMHS/play therapy
- Young carers (not all pupils on our young carer register will be categorised as vulnerable)

9. How the school supports staff well-being and reflection

10. Practice and policy review process.

This policy will be reviewed on an annual basis