



Adults' Approach and Modelling

It is well known that children take as much—if not more—notice of what we do than what we say. Therefore, we expect all adults to conduct themselves appropriately at all times:

We will always challenge:

- Shouting
- Swearing
- Aggression (verbal or physical)
- Threats
- Racism, sexism, homophobia or any other form of prejudice
- Public criticism of our children, our staff or members of our community in person or online.

One model DOES NOT fit all.

Our Behaviour Policy gives us scope to respond to children as individuals and give them the support that they need to behave appropriately.

Our aims are consistent and we will pursue them unrelentingly but our methods will be flexible and responsive.

When responding to children's behaviour, we aim to:

- Celebrate good behaviour
- Provide clear expectations and boundaries
- Enable everyone to learn
- Promote wellbeing
- Intervene early to prevent patterns of harmful behaviour from developing
- Foster positive relationships
- Create an enabling environment where mistakes are seen as opportunities to learn

Inappropriate behaviour is any behaviour which causes **harm** to ourselves, to others or to our community.

We will not tolerate:

Physical **harm**

Emotional **harm**

Harm (disruption) to learning

The **Values** which guide our behaviour link clearly to our school vision of wisdom, care and respect—being kind to one another, impacting positively and following God's rules.

To learn successfully we need to be:

Respectful Responsible

St Catherine's Golden Rule

Gospel of Matthew: *"So in everything, do to others what you would have them do to you, for this sums up the law and the prophets"*

This means that we treat others as kindly as we would like them to treat us!

The Oxford English Dictionary defines 'punishment' as *the infliction or imposition of a penalty as retribution*. We do not use the word punishment because we do not seek retribution. Instead, we teach children that their actions have consequences. The consequences of harmful behaviour will always be designed to **de-escalate** a harmful situation and may include:

- A quiet word from a teacher
- A short time out to reflect
- A chance to have a break from potential triggers by working in a partner class
- We do this sensitively and not publicly
- Support from a member of SLT (including the Headteacher)
- Behaviour Management Plan
- Support from external agencies
- Fixed term suspension (internal or external depending on circumstances)

At St Catherine's, we will **NEVER** raise a child's anxiety level or engage them in conflict. Instead we will:

- Listen calmly / Talk kindly / we do not shout
- Use silent signals for whole group management
- Give children space / Show empathy and understanding
- Offer appropriate choices
- Give our attention to those who have experienced harm

Home/School Partnership

You are your child's first and most important educator. As such, it is really important that you work with school to make sure that your child does not engage in harmful behaviour and support us to teach your child to demonstrate our values.

Please share any concerns that you have with us as soon as they come to your attention. The sooner we know that there is a problem, the sooner we can deal with it.