



# Connection and regulation Policy

February 2021

## Connection and regulation

Date	Review Date	Coordinator	Nominated Governor
February 2021	February 2022	Mrs. E. McCullagh	Mr. R. Mellows

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

Every child deserves to be inspired, have a positive mindset, recognise failure is just a stepping stone to success and to believe they can do anything they set their minds to. At St Joseph's we aim to develop the self-awareness, self-belief and emotional intelligence of every child, regardless of their background or circumstances, to give them the tools needed to flourish in life.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

### Governors' Statement of Behaviour Principles

Governors and staff believe that good behaviour is a key foundation of good education. Without an orderly atmosphere, effective teaching and learning cannot take place. If the children at Saint Joseph's Academy are permitted to misbehave they prejudice their own educational chances and they risk disrupting the education of the children around them.

The ethos of the academy as expressed in its Statement of Mission includes a clear vision of the values which matter within the academy and its community.

As a Catholic academy, we take our values from the Gospel. These values include: respect for others, for property and the environment; honesty, trust and fairness; tolerance and compassion and the virtues of self-respect and self-discipline.

It is our aim here at Saint Joseph's to assist children to grow up with a clear and acceptable view of what is right and wrong, appreciating the needs of others and of the society around them.

At all times, in their dealings with pupils, all members of staff must remember that every human being is made in the image and likeness of God, and therefore deserves to be treated accordingly, whatever the circumstances.

There must be regular dialogue on these issues between Governors, staff, pupils and parents, and there is a vital need to be clear on what kind of behaviour is expected of pupils and how they might expect others to behave towards them.

If as a Catholic Academy we believe in the uniqueness of persons created in the image and likeness of God, and if we can truly believe that of every pupil/person we meet, we would have little difficulty in

- showing concern to others

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- knowing the importance of self-discipline and self-respect realising and living by the basic virtues of honesty and fairness.

We need to take care not only to promote these values in Assemblies, PHSE, SMSC lessons and RE lessons (the explicit situation), but also in all areas of the curriculum (particularly the hidden curriculum) which are implicit. The way in which staff and all those involved in the academy treat each other is also of great significance.

Improvements in behaviour are far more likely to follow if the self-esteem of pupils can be enhanced by the actions and attitudes of staff towards them.

If we can teach our pupils to begin to believe in their own self-worth, they will naturally begin to develop a sense of responsibility and respect for others.

The academy will attach great importance to the following examples of affirmation of positive respect for others -

- Informal regular recognition of everyday acts of consideration.
- Encouraging older pupils to look after younger or disadvantaged pupils.
- Spending time looking at issues of mutual respect.
- The drawing of attention of all pupils to examples of commendable behaviour in assembly.
- The involvement of all adults (at home and in the academy) in praise for good behaviour.
- Commendations/prizes/certificates/ dojo awards/text messages awarded to individual pupils.

### **Aims**

- To create an ethos that makes everyone in the school community feel valued and respected.
- To provide a framework that is trauma-informed and inclusive, ensuring that it is appropriate for all children at our school
- To create a therapeutic ethos in school whereby every member of staff responds to children's behaviour and emotions with insight and understanding based on neuroscience and trauma-informed techniques
- To create a nurturing, loving environment where children are not punished for having big feelings but instead are guided through them
- To develop self-aware, empathetic and reflective thinkers whereby children are learning from their difficult feelings and behaviour and developing their emotional intelligence
- To support children through their difficult feelings and behaviour with the intention of teaching and guiding them through how to manage the same feelings/ situation differently next time
- To respond to children with connection and understanding rather than disconnection and rejection with the awareness that this will help create an opportunity to learn and for behaviours to change
- For all children to feel safe in our care, especially when they are overwhelmed with their feelings
- To develop positive mental health and wellbeing through this approach
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To ensure pupils complete assigned work to the best of their abilities.
- To regulate the conduct of pupils.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher**

The Headteacher will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- work closely with parents;
- deal with external agencies;
- monitor the effectiveness of this policy;

### **Role of the Senior Leadership Team**

The Senior Leadership team will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and governors;
- provide guidance and support to all staff;
- provide training for staff;
- keep up to date with new developments and resources;

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- work with the School Council;
- monitor school support systems;
- undertake classroom monitoring;
- work closely with parents;
- deal with external agencies;
- monitor the effectiveness of this policy;

### **Role of School Personnel**

It is the responsibility of each staff member to respond and guide the children when dealing with a difficult behaviour or feeling. Ensuring all staff have the appropriate therapeutic training and will respond with connection and not disconnection to an incident. This will ensure children feel safe in the care of our adults and reduce the feeling of rejection. This approach considers the complexities that arise with attachment disorder and childhood trauma as well as child development, helping to maintain trust between our children and staff. We expect that the member of staff who is involved with the child(ren) when the behaviour is occurring to be the person to follow through our behaviour policy to further create a feeling of security and trust with the children.

Staff are further expected to

- comply with all aspects of this policy
- encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently;
- devise a set of classroom rules with pupils at the beginning of each academic year and ensure they are on display in a prominent position;
- promote self-discipline amongst pupils;
- deal appropriately with any unacceptable behaviour;
- apply all rewards and sanctions fairly and consistently;
- record concerns in class pastoral file so patterns of behaviour can be established;
- fill in appropriate paperwork e.g. serious incident form, concern form;
- discuss pupil behaviour and discipline regularly at staff meetings;
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- be sensitive to difficulties which happen in family situations and which can affect children;
- attend organised training on behaviour management;
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of Pupils**

Pupils will:

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- be aware of and comply with this policy
- be polite and well behaved at all times;
- show consideration to others;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- listen carefully to all instructions given by the teacher;
- complete work to the best of their ability;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- obey all health and safety regulations in all areas of the school;
- co-sign and abide by the Home School Agreement;
- comply with this policy at all times on the school premises and when representing the academy on school-organised or related activities or wearing the school uniform;
- liaise with the school council make suggestions about improving school behaviour;
- take part in questionnaires and surveys

### **Role of Parents/Carers**

Parents/carers are encouraged to:

- comply with this policy;
- have good relations with the school;
- support good behaviour;
- support the school mission statement;
- sign the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour;
- support school rules and sanctions

### **Role of the School Council**

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- suggesting amendments and rewards to the policy
- supporting other pupil's to adhere to the policy
- reviewing the effectiveness of this policy with the Headteacher or a senior teacher.

### **Procedure**

Our behaviour policy is based on scientific childhood-trauma, neuroscience and child development theory as well as the therapeutic teaching approach. It takes into account all of our children and their circumstances and is particularly sensitive to the needs of our more vulnerable children whom we recognise are more likely to struggle with their behaviour. This procedure aims to help children calm down, self-regulate and reflect on their feelings which in turn will then help them to manage their behaviour. We recognise that all behaviour is a result of a difficult feeling.

### **Rules**

- All rules are communicated regularly to children and displayed in classrooms

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- Rules are communicated through connective language and are aimed to build a relationship culture within the classroom/school
- Rules are framed positively to maintain connection such as “We look after each other”, “We respect each other”, “We listen to each other“, “We keep each other safe”
- We refrain from using the buzz words ‘no’, ‘don’t’, ‘can’t and ‘stop’ because we are aware that these words can often shut down a child causing them to respond with defence and can result in their rational brain being unable to learn from the support given

### **Rewards**

At Saint Joseph's we believe rewards are more effective than sanctions, but at times sanctions are necessary.

- Rewards are given in real-time in most situations, we avoid using rewards as a bargaining tool for behaviour. Instead, we offer real-time rewards such as stickers on books when we see good work/ good behaviour and verbal positive acknowledgements “You have worked really hard on that.”
- We acknowledge positive behaviour and working hard with reflection rather than reward to reinforce reflective thinkers who want to achieve for themselves and not for a reward. You worked on that, even though it was a challenge for you at first.”
- We use appreciative comments with the children which are specific to the child and creates a feeling of respect and value. Name thank you for sitting calmly today”
- We acknowledge positive changes to behaviour, emotional intelligence skills and empathy with our Headteacher wellbeing award. This acknowledges when children have worked hard to use self-regulation skills taught in their PHSE lessons and as a response to therapeutic teaching support from the staff after behavioural incidents

### **Golden token**

Every day a child is given a golden token with their name on it. Children may lose their golden token but have the opportunity to earn it back. These remain on their desk and if they have kept their golden token all week they will be given a golden ticket at the end of each week

### **Golden tickets**

Children will be given a golden ticket each Friday if they have kept their golden token all week. Each half term in the end of term assembly there will be a draw for the golden lunch where children will have a special lunchtime at the golden table.

### **Golden playtime**

Every Friday children who have their golden token will be given a 10 minute golden playtime. Children will choose their activities and staff will choose when the play time occurs. Children will be awarded £1 on the way out to go into the bank if they have maintained

### **School currency**

The school currency will be used to support the children working together to save their currency and ‘buy’ treats. Children will receive £1 each week they have maintained their golden token, for each

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nomination for good work. £5 for each trophy nomination and for being reader, writer or mathematician of the week. £10 for the Headteacher's award.

Children will be awarded £1 by their teacher for following school rules and displaying our Gospel values or for having wearing/correct uniform.

### **Special End of Term Awards**

Special Shine Treats are awarded each half term, sometimes these will be on a class basis (usually the half term treat) but the end of full term treats will be organised as a school.

### **Behaviour Certificates**

Behaviour certificates are awarded at the end of each half-term in a special assembly. These will be based upon the number of dojos children have accrued.

### **Good Work Assembly.**

As with good work, it is the policy of Saint Joseph's that the praising of good behaviour should have a higher priority than punishment. The highest form of praise for good work in the academy is the opportunity to be rewarded in the Good Work Assembly, on a Friday afternoon.

Within the Good work assembly we have four categories; reading, writing, maths and school values. Each week the teacher nominates their reader of the week, writer of the week and mathematician of the week, and a child for school values. The teachers will chose an overall school reader, writer and mathematician who will receive a bookmark (reader), pencil for writer and mathematician. A child for overall Gospel values will receive the Headteacher's award, pencil and a postcard sent home.

### **House Points.**

House Points are awarded to pupils who have produced an excellent piece of work or a greatly improved work/ as staff feel appropriate. The team points for the week are announced to the whole academy each week, the house colours are put on the shield.

### **Stickers.**

Stickers are used primarily in Key Stage One, where they are the principal method of rewarding good work. Young children need frequent praise and encouragement in order to flourish and give of their best. It is the policy of the academy that the receiving of stickers in the infant years should be a daily feature of life for those pupils who are working to the best of their ability. In Key Stage Two stickers will be used where the teacher considers that they may be of value.

### **Text messages.**

All teaching staff have access to the Teachers2Parents texting service and can send text messages to parents regarding any issue they feel deserves extra notice from home.

### **ClassDojo.**

Dojos are an instant reward and allows the parents to be very involved in what is happening in the classroom and how the children are doing in class. The children who are in school on time will receive a dojo, this means they can get two a day if they are in school on time. Each term we give dojo certificates to celebrate the number of dojos children have achieved.

### **Displays.**

To display children's work on the wall promotes self-esteem (see display policy for more details).

**EPR / SMSC** Recognition of success through Circle Time.

**Reporting to Parents.**

- End of year reports.
- Parent's Evenings.
- Text messages.
- Home dojo page
- Headteacher's award postcards posted home
- Teacher's special award certificates posted home

**Sanctions**

Whilst we will do all we can to promote positive behaviour, we accept that there are times when we may have to deal with difficult or challenging behaviour. Every pupil is entitled to learn and any behaviour that prevents this must be dealt with quickly, calmly and effectively. After an incident we must reflect upon what has occurred to help our pupils to ensure their well-being, and use new strategies to manage their behaviour. Each new session will be a fresh start for pupils and not a continuation of system of sanctions from previous session.

We have agreed a staged system of sanctions to deal with unacceptable behaviour. We have four stages of sanctions which we use as part of the therapeutic approach.

1	Non verbal warning – stern look
2	Verbal warning - Reminder of losing a golden token (Six stages of therapeutic conversation with reminder about losing token)
3	Removal of golden token into the disappointment jar explanation why and how they can get it back.
4	Time out at the concentration station
5	Play time reflection (3 minutes in the reflection room), take reflection slip to reflection room for discussion, teacher to fill in 3 Rs sheet with/for child. New start when they come back, can earn token back. Link to prayer and reconciliation. If the incident happens after playtime, they will go to the reflection room after they have eaten their dinner. If the incident is in an afternoon, the teacher will take all the children out for a very short playtime during which time, the teacher will do the reflection sheet on a bench with the child who has committed the incident.

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However, our response is to respond therapeutically at all times.

Step 1	Therapeutic response given NAME FEELING BEHAVIOUR ENCOURAGE	Respond therapeutically with connection, empathy and insight into the brain. This will help shift a child's overwhelmed reptilian brain into rational brain which will help them think and reflect.
Step 2	Offer a BOUNDARY (either a limitation or a responsibility)  Offer a TEACH statement (If ready to hear this)	Create opportunities to take responsibility for their actions and learn through setting boundaries.
Step 3	Calm time Or Thinking time (OR both)	Re-define 'punishment' and create the opportunity to self-regulate and reflect instead.
Step 4	Ongoing	Create trust, reliability and security through consistency.

Removal of golden token to the jar of disappointment to be logged on Scholarpack to ensure accuracy of record keeping.

**PLEASE SEE PEER ON PEER ABUSE AND CHILD PROTECTION POLICIES FOR MORE DETAILS SOME TYPES OF NEGATIVE BEHAVIOUR INCLUDING BULLYING**

**Lunchtimes**

Good behaviour must be rewarded and this can be through dojos and stickers especially the positive playtime award stickers.

In cases of misbehaviour at lunchtime, the principal operator of the system is the Senior Midday Supervisor. Miss Keys. This will follow the same procedure as in class but with the reflection room to be used rather than a concentration station.

1	Verbal redirection (you're doing X, it's not acceptable because X, I need you to stop doing IT)
2	Time out in the reflection zone (gazebo) for 3 minutes.
3	Removal of golden token into the disappointment jar explanation why and how they can get it back.
4	Play time reflection (3 minutes in the reflection room), take reflection slip to reflection room for discussion, teacher to fill in 3 Rs sheet with/for child. New start when they come back, can earn token back. Link to prayer and reconciliation.

## **Searching Pupils**

School staff can ask pupils to turn out their pockets or look through their personal possessions with the child's permission. Where there are reasonable grounds for suspecting that a pupil may have a prohibited (knives, weapons and illegal items) or stolen item, senior school staff can instruct them to turn out their pockets or search through their possessions without consent. Any prohibited items found must be dealt with in accordance with the following document – Screening, Searching and Confiscation – advice for headteachers, staff and governing bodies

([file:///j:/ALL%20DOCUMENTS%20EXCEPT%20TEACHER%20PLANS/POLICIES%20-%20OTHER/Current/searching\\_screening\\_confiscation\\_advice\\_feb14.pdf](file:///j:/ALL%20DOCUMENTS%20EXCEPT%20TEACHER%20PLANS/POLICIES%20-%20OTHER/Current/searching_screening_confiscation_advice_feb14.pdf).)

## **More Serious Situations**

If a pupil or a member of staff is hurt in any way they must complete a 'Serious Incident Form'. This must then be discussed with their line manager and a copy given to a member of the senior management team who will file this in the appropriate folder.

Children with specific needs may need further plans/risk assessments/etc. These will be discussed with the staff involved, SENDCO and Headteacher or Assistant Headteachers. In cases where a child's behaviour at the academy indicates serious problems at home, teachers must be alert to the possible need to involve The Social Service Department. Minor concerns should be noted on the electronic recording system CPOMS. The academy's Child Protection Co-ordinator (Mrs Wilding) should be informed of more serious concerns immediately. In the absence of Mrs Wilding please tell Mrs McCullagh or a senior member of staff.

The vast majority of staff are trained in Team Teach and must use the strategies taught through this programme when dealing with physical behaviour. Always seek support from another colleague – do not put yourself or others at risk of harm. If this has to be used the appropriate paper work must be completed.

If Team Teach is used the TT forms must be completed and entered into the Bound and Numbered Book (held in the Head's office). Only staff who are trained and up to date in Team Teach may use this approach to positive handling.

## **Exclusion**

The Headteacher may decide that in exceptional circumstances (for example, if someone has been deliberately hurt or property damaged) that exclusion will be used as a sanction either as a:

- fixed term or
- permanent exclusion

These are at the discretion of the Head teacher and/or Deputy Head. Each serious misdemeanour will be considered and exclusion will depend on the severity and frequency. Exclusions will be dealt with in line with the Local Authority policy and in conjunction with the exclusion officer for the LA.

See also our exclusion policy

## **Outside Agencies**

Where pupils demonstrate persistent poor behaviour we may seek support from the:

- Learning and Cognition Team;

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- Educational Welfare Officer;
- School health nurse;
- Social Services.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- meetings with school personnel
- communications with home such as newsletters

### **Training**

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Monitoring the Effectiveness of the Policy**

The effectiveness of this policy will be reviewed every two years (or when the need arises). It will be reviewed by the coordinator, a member of the senior leadership team, the Headteacher and the necessary recommendations for improvement will be made to the Governors.

### **Linked Policies**

▪ Safeguarding & Child Protection	▪ Health & Safety	▪ Supervision of Pupils
▪ Anti-Bullying	▪ Pupil Exclusion	▪ Peer on Peer abuse
▪ Anti-Cyber Bullying	▪ Home School Agreement	▪ Safeguarding and Child Protection Policy

<b>Headteacher:</b>	<i>Mrs. E. McCullagh</i>	<b>Date:</b>	February 2021
<b>Chair of Governing Body:</b>	<i>Mr. R. Mellowd</i>	<b>Date:</b>	February 2021

