



Connection and regulation Policy

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Reviewed February 2023

Connection and regulation

Date	Review Date	Coordinator	Nominated Governor
February 2023	February 2024	Mrs. E. McCullagh	Mr. R. Mellows

“Under the School Standards and Framework Act 1998 the headteacher is responsible for taking measures to secure good self-regulation and behaviour in line with any written statement of general principles prepared by the governing body. Because of the wide experience of governors, the governing body can give valuable help in setting high standards. The governing body also has the right to provide specific guidance to the headteacher on particular disciplinary matters, and the head teacher must take this guidance into account. However the head is responsible for putting all general principles into practice and for dealing with individual cases”. (Guide to the Law, Chapters 13, paragraph 2).

We acknowledge that we have legal duties under the Equality Act 2010 and also the SEND pupil of Practice 2015, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND). Meaning that schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation and that children's with recognised social, emotional, mental health needs must be catered for.

St Joseph's has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children, staff, parents and the wider community. We recognise understanding our emotions is a key aspect of managing behaviour successfully. Through the strategies outlined in this policy, we aim for both adults and children to understand and regulate their own behaviour, creating a secure environment that is conducive to learning. As a school, we believe it is our role is to educate all as to how to recognise and regulate our emotions effectively.

Underpinning this Relationships and Regulation policy is the belief that everyone can learn to self-manage and regulate their own emotions and behaviour. Through this, we encourage reflective thinking and restorative approaches. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences into the world beyond the school gates.

This policy is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour. 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.

St Joseph's is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We work towards this in all aspects of school life, providing an ethos, environment and curriculum which

promotes, teaches and supports emotional regulation and positive mental health of the whole school community.

It is acknowledged that members of the school community may have very different lived experiences and views on behaviour. However, the aim of our Relationship and Regulation policy is to bring us all together to adhere to some basic principles and practices that reflect our school ethos.

St Joseph's treats all children with unconditional respect, positive kind regard and has high expectations for both adults' and children's learning and social behaviours. Our school is safe and compassionate. It prides itself on excellent relationships and a high level of care. We understand all behaviour is communication and work together to support the needs of our young people and their families.

“Behaviour is obviously crucial to maximising time on task, and to minimising bullying and violent behaviour outside as well as inside the classroom. Creating a sufficiently disciplined environment in school and classroom is a prerequisite to any learning taking place.” OFSTED, Education inspection framework, January 2019.

At St Joseph's we believe that it is essential that all children develop self-regulation strategies and develop positive attitudes towards learning as per the learning powered approach. We can support children with this by ***“Making sure that all our expectations, procedures, and instructions are really clear and appropriate”*** in order to achieve ***“a calm, orderly, and learning-focused classroom”***. Claxton 2018. Whilst also giving children opportunities to talk and reflect on their own actions and strategies to support themselves, whilst also being supportive peers. We believe this is possible by creating an ethos in all our classrooms, in our playgrounds, the dining hall and throughout school which is based on positive reinforcement (Behaviourist Approach) and embedded in a social learning environment (Social Constructivist Approach). We recognise that ***“The way we behave as adults in the classroom and send a message to the children about what we think and what we value. This goes for all learning behaviours- the more we model the behaviours we wish to see in children, the more they will pick up on and begin to reflect these behavioural expectations”*** Claxton 2018.

Good order and an understanding of what is acceptable self-regulation and behaviour are essential requisites for an effective learning environment and the community beyond school. We recognise that in order to achieve this, it is more than just rewards and sanctions, but involves opportunity for self-reflection, challenge and support in a consistent, nurturing environment. Though all adults in school play their role, the class teacher is a key person for every child and it is vital that a positive relationship is fostered between class teacher, child and parents/ carers in order for this to happen. Where a child struggles to self-regulate and the outcome is undesirable action which impedes their own and others learning/ wellbeing, consequences must be delivered in a firm and fair way that reflect clear boundaries and expectations set out both by the school and the class teacher and a menu of support put in place.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

Any updates delivered through the DfE have also been taken into account.

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
- 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;
- 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:

- 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

We want all children at St Joseph's to enjoy school, engage in high quality learning, and to have the skills and personal attributes necessary to succeed in school, and in all areas of life, now and in the future.

We aim to give children the opportunity to take responsibility for their own self-regulation and behaviour, by being reflective and taking actions to improve themselves. This would happen through the PHSE curriculum, assemblies, day to day modelling of staff, self-reflection sessions. Adults will be there to guide, support, teach and model good behaviour and only in the rare occasion, put sanctions in place.

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.

We have used the Education Endowment Foundation to help us shape our Self-Regulation and Behaviour Policy and develop our core policy principles/ approaches. See appendix for more information.

<p>Principle <i>a fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning</i></p>	<p>Purpose/ underlying research</p>	<p>What this would look like</p>	<p>Strategies</p>
<p>We will know and understand our pupils and their influences</p>	<p>Positive relationships and role models are vital for children. Children should be able to name at least two adults in school that they believe feel that they will go on to be successful.</p>	<p>Children will feel valued and feel listened to. Every pupil will have a supportive relationship with a member of school staff- this will normally be the class teacher but maybe a learning mentor, teaching assistant, sports coach or senior leader.</p> <p>As a school we will endeavour to get to know everyone of our children and their personal contexts, personal profile/ work maybe carried out.</p>	<ul style="list-style-type: none"> • Communication with children- welcoming on the gate by SLT, rainbow room, soft start and relationships with children • Teacher handover meetings in preparation of changing class teacher • Mentors will target children who are struggling • Interventions for children struggling with relationships such as nurture groups • Regular safeguarding trend updates
<p>We will ensure that self-regulation strategies will become part of the normal, everyday classroom talk.</p>	<p>The EEF highlights the importance and impact that adults can have if they promote and develop metacognitive talk in the classroom. The EEF highlights the importance and impact that adults can have if they model their own thinking to help pupils develop their metacognitive and cognitive skills. They also highlight explicitly teaching pupils metacognitive strategies</p>	<p>Adults will be models of self-regulation and behaviour explicitly. Adults will teach and talk about self-regulation skills explicitly and throughout the school day. Pupil to pupil conversations about self-regulation will take place and routine within the classroom.</p>	<ul style="list-style-type: none"> • Metacognition is part of daily conversations within the classroom- this will include discussions about self-regulation and behaviours • Children will be able to articulate where they are on the behaviour scale- adults will model this

<p>We will use consistent classroom and whole school management strategies to support good classroom behaviour</p>	<p>The EFF recognised that effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression. They also strongly advocate for consistency and coherence at a whole-school level.</p> <p>Claxton suggests that we can support children with this by “Making sure that all our expectations, procedures, and instructions are really clear and appropriate” in order to achieve “a calm, orderly, and learning-focused classroom”.</p>	<p>Classroom reward points and termly class rewards. All classrooms have reflection/ time out areas. Consistency across the whole school. All adults and children understand and follow the policy. All classrooms have a space to chill out/ reflect- children know this and use this space effectively.</p>	<ul style="list-style-type: none"> • All staff will record excellent or unwanted behaviour on classcharts • Staff training • Shared self-regulation and behaviour resources will be available for staff • All staff will have access to the Zones of Regulation Book in the staff library • All staff know they can use the ‘zones’ in their management/ support of self-regulation/ behaviour-teachers, TAs, middays
<p>We will be proactive in relation to behaviour and self-regulation but use targeted approaches to meet the needs of individuals in your school</p>	<p>The EFF highlights that universal behaviour systems are unlikely to meet the needs of all children. Some with challenging behaviour will require individual approaches. SEND should be considered and approaches tailed to individual needs.</p>	<p>Individual children may have home school communication books, individual target sheets or plans. Where required the services/ support from the LA Behaviour Support or Educational Psychologist Services will be sort. Staff may receive individual CPL to support the delivery of these. When individual programmes are in place, partnership work with parents is essential.</p>	<ul style="list-style-type: none"> • School Home Communication books • Individual behaviour plans • Pastoral Support/ Behaviour Plans • BSS/ EP services • Parental meetings • Individual risk assessments

Rules

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

Definition of behaviours

St Joseph’s has identified varying degrees of observable behaviours under the following categories and a brief explanation of these is in Appendix 3 & 6.

- **Green Behaviours (these are all expected behaviours)**
- **Amber Behaviours (low level behaviours)**
- **Red Behaviours (serious behaviours)**

Green behaviours

Green behaviours are those behaviours which we expect all children to be displaying at all times, modelled by all staff and are linked to our school’s five core values of love, joy, unity, courage and respect.

Love – children should treat all with love by speaking kindly and respectfully to all.

Joy – children should be joyful in their approach to their the learning and whole school life

Unity – children should show unity with all of their peers regardless of differences and in line with the protected characteristics

Courage – children should show courage in tackling new and challenging learning and in supporting their peers

Respect – children will show respect to all by valuing all in the name of Jesus the Christ

Amber Behaviours (this is not an exhaustive list)

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes which prevents learning and interrupts the orderly behaviour that is expected
- Answering back
- Talking while an adult is talking
- Talking when another child is talking in class
- Deliberate noises in class
- Refusal to follow instructions
- Refusal to enter lessons
- Deliberately wearing incorrect uniform
- Running in corridors
- Pushing and shoving (for example when lining up)
- Being dishonest
- Unkind words and actions
- Physical exchange (any harm caused not as a result of deliberate action or intent)

Red Behaviours (this is not an exhaustive list – all red behaviours will be reported to SLT and investigated further and information recorded on a proforma)

- Any form of bullying (See Anti-Bullying policy)
- Any form of deliberate/intentional/malicious physical aggression/violence towards a child or adult
- Verbal and/or physical threats to members of staff and other children
- Vandalism
- Theft
- Fighting

- Racist, sexist, homophobic or discriminatory behaviour and language

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Online sexual harassment such as unwanted sexual comments or messages (including on social media)
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes (pulling someone's trousers down, lifting up a dress/skirt)

The following behaviours may result in a fixed term or permanent exclusion

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Online sexual harassment ie sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Physical violence towards staff or peers
- Smoking
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Positive consequences

The behaviourist approach advocates for the importance of rewarding desired behaviours and the social constructivist approach advocates for social learning opportunities and these both underpin our policy. We aim to recognise hard work, reflection, respect and a self-improving determination. We believe that it is essential that all children are able to receive positive encouragement and have a fair chance to turn around destructive actions and attitudes.

The ratio of positive reinforcement should always heavily outweigh the use of sanctions to create a positive, caring environment. For example: praise the pupils lining up as you expect them to rather than focus on the pupils who find it more of a challenge.

Positive individual consequences are used to encourage good choices:

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.

We also use a wider approach to positive consequences including:

- Celebration postcard sent home
- Verbal praise
- Class points with a pre-agreed celebration/ reward on completion
- Visiting a parallel class, another teacher, a member of the leadership team and celebration assembly.
- Feedback to parents verbally
- Note in individuals reading record
- Every half term the class teacher will select a child who has stood out as successfully demonstrating the school attributes to be awarded the Learner of the term award which is presented by the Headteacher in the celebration assembly. There is also a weekly certificate awarded in our Shine assembly for the pupil in each class who is mathematician, reader, writer and school values award.
- Teachers nominate a child for the following trophies for behaviour, PE and learning and these are rotated weekly across classes within the key stages

Good to be green for ice-cream

Each week children who have not shown any amber or red behaviours logged on classcharts will be given a good to be green ticket and then in Shine assembly each class will have two children’s names picked who will attend the good to be green ice cream parlour on a Monday afternoon to celebrate consistently green behaviours. Sometimes individual children show an exceptional level of achievement in relation to self-regulation or attitudes and we want to recognise this. In these cases the adult (teacher, TA, midday supervisor etc) can award a child a ‘golden ticket’ this will automatically qualify them to attend the good to be green ice cream parlour.

Early Years and Foundation Stage

The work of Ferre Laevers and the levels of wellbeing and involvement support our approach to behaviour in the early years. We believe that children need kind and supportive adults and environments which help to develop their understanding of emotions, relationships and behaviours and that these will support excellent wellbeing and involvement in learning. There is a big emphasis on teaching the vocabulary surrounding emotions with our EYFS children to help them to express themselves when they are feeling sad, worried or angry. This is done through high quality texts, modelling from adults and play partnering. We also recognise the importance of teaching about school routines in order to help them understand the running of the day/session and prepare for their school career. A simplified school self-regulation and behaviour poster will be displayed throughout EYFS and EYFS staff will refer to the poster.

An important aim of the work in EYFS is to help develop children's emotional well-being and self-regulation strategies, whilst understanding the consequences of their actions on others.

Children who require extra support with their self-regulation and behaviour

A small number of children will require extra support with their self-regulation and behaviour/ actions. There is a number of strategies that may be employed but underpinning these strategies is the aim to encourage the children to reflect and make choices and take responsibility:

- Access to a Self-reflection zone within and outside of the classroom
- Personalised behavioural plan (appendix two and three)
- Feeling cards
- Planned physical breaks
- Exit cards
- Meditation/ mindfulness techniques
- Yoga/ physical breaks
- Zones of Regulation, social skills or resilience intervention time out in another buddy classroom or specified, agreed area
- Home school communication book
- 1:1 adult (in extreme cases)
- Busy hands boxes
- Behaviour mentor support- in the classroom or playground

Support for Staff

Supporting or managing a child who is struggling with their self-regulation and behaviour can be stressful. This can take a significant amount of time for a group or individual staff member and they may require additional support/ guidance to be successful. Staff maybe supported in the following ways:

- Training/ CPD
- Buddying with a colleague
- Reading recommendations
- Supervision (a positive and enabling process that offers the opportunity to reflect on work practice and evaluate work through discussion, report and observation with another worker). All school leaders have a weekly meeting with their line manager.
- Counselling through the Staff wellbeing service

Class reflection Time/ Self-reflection Zone

All classes are required to have a dedicated space in their classroom which is for quiet reflection to support children with self-regulation. This may include objects to support/ facilitate mindfulness such as a sand timer, colouring in books, glitter bottle, stress balls or a CD and headphones with calming music or a meditation track. Children should have access to this during learning time but also be encouraged to use this if they are losing focus and need to get learning/ self-regulation and behaviour back on track. Children will need guidance on using this space, it is suggested that all children are taught about it at the start of each term. If a child is visibly struggling to calm/ self-regulate it may be appropriate for them to have time out in their buddy class or for a TA to support them or the behaviour mentor is called to sort them either in their own class or within another space/ classroom. It is important this is not seen as a punishment but rather a positive strategy to help the pupil get back on track.

Support developing this space can be provided by the behaviour mentor, SENDCO and Wellbeing Leader. Appendix Three. Children may also be asked to use this space if they have had a warning from the leading adult but not shown improvement or a one off incident is deemed significant.

Possible reasons for being asked to take time out

- Continually distracting others and stopping someone else's learning
- Continually not listening to the leading adult
- Being unkind to another person
- Damaging resources or work
- Not completing a sufficient amount of work despite support being offered

Prevention of unwanted behaviour/ supporting with self-regulation

Warning behaviours should be looked out for and de-escalation should be sort wherever possible. This may include any of the following strategies:

- Listening to children, taking in both sides of the story if needed, then offering mediation-encouraging children to learn to disagree respectfully
- Talking to the children and encouraging them to self-reflect on situations- how could I have dealt with that differently? Did you have any other options? Would you do the same next time?
- Allowing/ encouraging children time out/ Self-reflection time. This could be five minutes sitting down on a bench/ in the rainbow room
- Offering the children an alternative environment. For some children a busy playground is stressful- would the quiet area be more suitable and make the child successful? I.e. giving the child a job/ responsibility, calm zone gazebo
- Five minutes walking with an adult
- Sensory circuits

Time out in a buddy classroom/ senior staff office/ pastoral team office or with an identified adult in school

Children are often being asked to reflect on their learning and we believe that reflection of self-regulation and behaviour are equally are the building blocks to support this. We aim to give our children regular opportunities to reflect and critique as individuals, with peers and as classes. We provide children differentiated resources/ scaffolds to do this and we encourage children to reflect on how they can help themselves and support each other to improve.

The purpose of time out is to give children the chance to reconsider their self-regulation and behaviour choices and sometimes to give others respite. This sanction is significant and should only be used if self/ supported regulation had not worked or the incidence was significant such as fighting or racism.

Serious and persistent poor self-regulation and behaviour

At St Joseph's we deem serious and persistent as the following:

Persistent or repeated incidences of:

- Physically harming another (whether child or adult)
- Racism
- Swearing and using abusive language towards others

- Refusal to follow reasonable requests with implications for health and safety of the child or others e.g. leaving the school premises without permission
- Persistent rudeness/ disrespectful self-regulation and behaviour
- (answering back, walking of when someone is speaking to you, constant taking over someone)
- Vandalism
- Theft
- The use of any electronic items other than school issued or specifically school agreed
- Threatening others/ Threatening with & /or using a weapon
- Bringing a weapon on the premises
- Any action which may jeopardise the health and safety of the individual or others
- Persistent disruptive self-regulation and behaviour
- Malicious allegations against staff
- Bullying, including virtual and/or cyber bullying NB This can include incidents of bullying outside of the school premises or normal school hours.
- A serious one off act of physical violence

The above may result in the child being moved straight to red and are deemed serious enough in some situations to bypass the procedures mentioned previously and be dealt with by a member of the Senior Leadership Team. In extreme cases such behaviours can lead to internal, fixed or even permanent exclusion, depending on the severity and circumstances.

Furthermore, we have several children each year who are selected to represent school or take part in extra-curricular school visits (visits which are additional to the normal national curriculum topic visits such as team sports events). It is essential that these children are able to demonstrate successful self-regulation (or in some individual cases supported regulation) and appropriate attitudes both in and out of school. This is firstly for their safety; it is paramount that children are able to follow adult instructions in case of an emergency. It is secondly essential that children given additional responsibilities such as subject leaders set high standards and are role models for others. In the rare case when, for example, a child leader shows persistent disrespectful behaviour toward a lunch time member of staff, they may lose their leadership responsibility/ privilege either temporarily or permanently. This will be at the discretion of the either a senior member of the leadership team or the subject leading teacher.

Recording of dysregulation and destructive behaviour

It is essential that both positive and unwanted self-regulation and behaviour is recorded using the agreed school system- classcharts. This allows the school to look for patterns and trends within groups or for individuals. It is important that recording made are accurate and detailed in case these need to be shared with parents or outside professionals at any point.

- If a child has their name recorded as red more than three times over a half term, or four times over a term, then a meeting with relevant staff, pupil and parent will be arranged and a plan, action and review plan put in place.

- It is as the discretion of the Head Teacher or Assistant Head Teacher to escalate sanctions as they see fit in exceptional circumstances. A referral to an outside agency may be discussed with parents at any point- parental consent is required to make referrals (except for Pastoral/ Behavioural Plans, written with the local authority present).

Playtimes and Lunchtimes

The same high expectations of self-regulation and behaviour are expected throughout the school, throughout the day, regardless of situation. This includes in the classroom, playground, lunch hall, whilst on school visits or at hour of hours clubs. This is made very clear to the children at the start of the year or at their induction to school if arriving mid-year. The same warning and letter home/parent involvement system is in place for playtimes and lunch times. Equally children who are leaders are expected to be role models at these times and so leadership roles can be removed permanently or temporarily as the discretion of the senior leadership team if a child does not show excellent behaviour and self-regulation strategies.

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

Positive handling/ restraint

Wherever possible physical restraint/ intervention of a pupil will be avoided. However, if physical intervention or restraint is deemed necessary staff at the school will follow the school Positive Handling Policy which follows the DfE Use of reasonable force in schools in document 2016. The DfE states that "All members of school staff have a legal power to use reasonable force". Please refer to the guidance for more information.

More Serious Situations

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.

In-School Exclusions

In-school exclusion means removing a child from their class and putting them into a different one for a period of time. This allows a child time to reflect upon their recent behaviour and sends a clear message to all concerned that we consider their conduct to be unacceptable. When the agreed time period is over, the child is reintroduced to their class with specific targets to improve.

Fixed-Term Exclusions

Fixed-term exclusion is when a child is directed to stay at home for an agreed period of time. It is a considerably more severe sanction than the in-school exclusion. In the event of fixed-term exclusion, we will hold a 'Return to School Meeting' with both the child and their family. The purpose of this is to draw a line under what has happened and build a plan together. Following a fixed term exclusion, it may be appropriate for school to put a Pastoral/ Behaviour Plan in place to formalise an intervention and agreed goals. School will always prefer to complete a Pastoral Plan as this takes place with the pupil and parents, but if parents refuse to engage then a Behaviour Plan will be put in place in conjunction with the BACs.

In order to help the child improve, specific targets will be set for the pupil, interventions put in place by the school and rewards/sanctions agreed with the family. See Appendix Two.

Permanent Exclusions

On occasions, it might be necessary to exclude some children. This decision is not taken lightly and used either in the case of extreme events or persistent misbehaviour when the child has not responded to other strategies we have employed. Such decisions will be made by the Headteacher.

Outside Agencies

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

- Learning and Cognition Team;
- 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	▪ Safeguarding and Child Protection Policy

Saint Joseph's Catholic Primary Voluntary Academy

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

