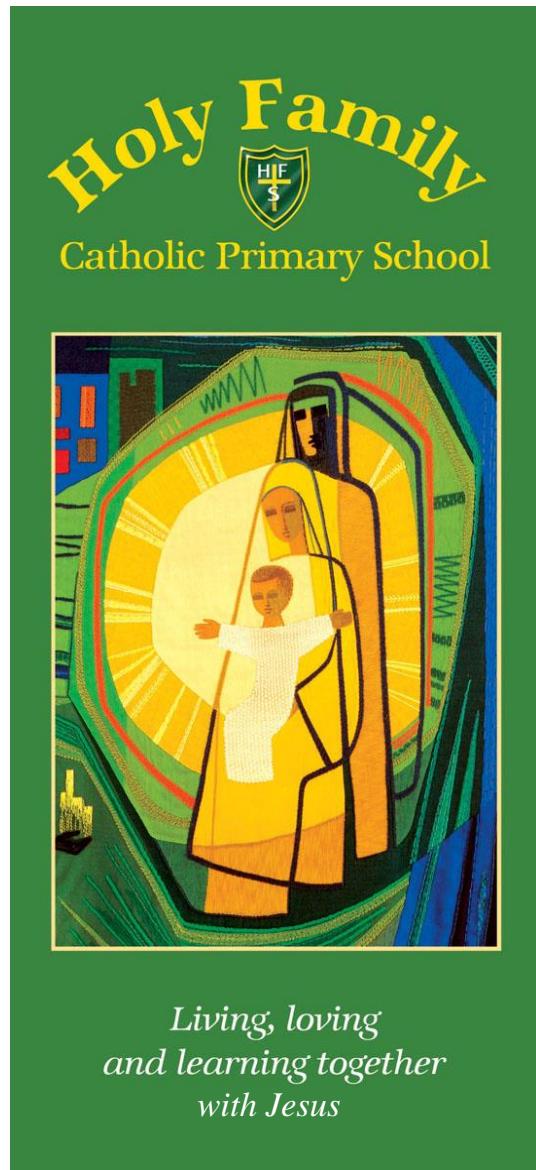


Holy Family School Catholic Primary School

The Rosary Trust



Behaviour and Relationships Policy

School Behaviour Policy

This is a whole school policy. It should be read and applied in conjunction with our policies on RE, RSE, Inclusion, Exclusion, Anti-Bullying, Code of Conduct, Positive Handling, PSHE and Health and Safety.

School Mission Statement

In our Catholic School, with God at the centre of our lives, we offer every child a high standard of education, meeting individual needs, in a caring and loving community, which celebrates our faith.

.....Living, Loving, Learning Together with Jesus.....

We aim to ensure that all stakeholders have a clear understanding of the Christian values that are taught in our Catholic school, enabling all children to become pro-social citizens in our democratic, multicultural society.

This will be taught through Catholic Social Teaching, The Zones of Regulation, Assemblies, Masses, as well as through formal lessons in RSE and PSHE in class, and informal experiences throughout every school day modelled by staff behaviour.

Intentions of our Behaviour Policy

Every member of staff working in the school is expected to be consistent in their approach to children's behaviour and follow the school's behaviour and relationships policy for the following reasons:

- To outline key values based on our school ethos and Catholic faith.
- To ensure children and staff feel safe and secure.
- To foster and nurture positive, trusting relationships between everyone in the school community.
- To provide whole school rules and expectations for promoting appropriate behaviour.
- To provide consistent and fair expectations of behaviour with pupils, parents and staff.
- To provide defined, agreed and applied consequences for high level behaviour incidents.
- To understand that adult support may be needed to co-regulate.

Key Values

In our Catholic school, we use our mission statement to practise the Christian values of justice, fairness, love, tolerance and the need for law, rules and order in our diverse society. We implement these through our school rules of:

Living, Loving, Learning together with Jesus

Living: looking after our world, community, classroom and families etc.,

Loving: kindness to others (words and actions), consideration of differences,

Learning: positive attitudes to learning, ready to learn, supporting others,

Together with Jesus: Follow Catholic values and virtues (Catholic social teaching).

These rules will be taught and revisited throughout the school year to ensure that they are embedded, understood and followed by all.

We recognise that children have a 'window of tolerance' within which they feel safe, secure and regulated. When asked to do something outside of this window they can experience stress, anxiety or fear etc and react accordingly. Our aim is to help our children to widen their window of tolerance through teaching them about the stress-response in the brain and how they can learn to self-regulate through co-regulation with adults. Where necessary, reasonable adjustments will be made to the guidance in this policy to meet the needs of individual children.

Relationships

At Holy Family School we adopt and use the relational behaviour model which is the approach from Trauma Perception Practice. The key principles are as follows:

- Behaviour management is predominantly through relationships.
- Behaviour is something to interpret.
- Children who are dysregulated should be understood and supported to regulate.
- Consequences are used within a process of Regulate, Relate, Reason and Repair/Restore.
- 'Inappropriate behaviour' is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills.
- The solutions lie in understanding what the behaviour tells us about the child and their need.
- This policy is effective when reasonable adjustments are made to meet the needs of individuals.

It is important to remember that the strongest approach to support a child/young person is through their relationship with the adult.

We believe that all behaviour is communication, and it is our job as adults to understand what that behaviour is telling us. We need to become 'stress detectives' and ascertain both why, and why now? Finding the cause of the behaviour will help us to work alongside the child to help them to regulate themselves both in the short term and in the longer term through developing strategies to aid their resilience.

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure positive reinforcement and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

All staff will **consistently**:

- Create a welcoming environment by greeting pupils every morning through a meet and greet at the classroom door.
- Follow tight routines & classroom management.
- Use an agreed Consistent Attention Command - hand up.
- Teach and support children to use the Zones of Regulation to understand and manage their emotions (see appendix 5).

- Provide children with the opportunity to recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self-regulation strategies for the future.
- Use a calm Reflection Time after breaks and lunch.
- Develop and use personalised scripts to support children at risk of dysregulation (see appendix).
- Develop and use relevant social stories for individual children when necessary.
- Guide children to make helpful and positive choices by relating to them.
- Recognise when individuals may need extra support, and work with the Inclusion Manager and parents to produce a Personalised Behaviour Support Plan to be shared with staff that need to be aware of it.

Students who go 'above and beyond' the expected standards at Holy Family School will be recognised in a range of ways including:

- Team points.
- Feedback from staff.
- Catholic Social Teaching certificates.
- Postcard/special note home in their bag or handed to parent at the gate.

Restorative Approach

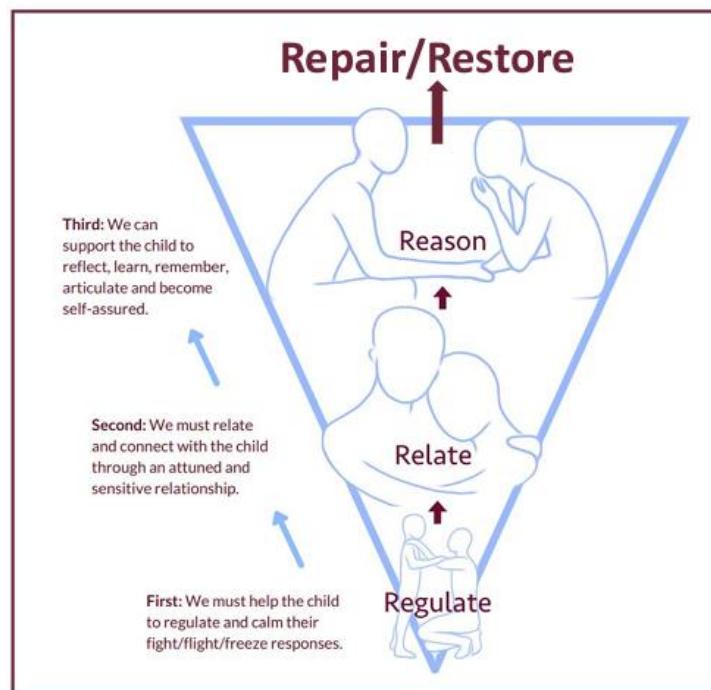
'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

Every adult in our school has the responsibility to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by whoever is on duty. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher unless further action is required. However, teachers may need to be informed of the incident via CPOMS or verbally. Teachers will deal with almost all behaviours that take place during lessons.

Restorative conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future. These conversations will take place once the child has been through the Regulate, Relate and Reason cycle and is ready to Repair and Restore. Children are unable to work through this process if they are dysregulated.

The conversations will use the following procedure:

- What happened? (Tell the story from their perspective)
- What were people thinking and feeling at the time?
- Who has been affected and how?
- How can you repair the relationship?
- Summarise.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

Intervention

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. If a child is not responding to positive reinforcement strategies, there must be clear, logical, appropriate and proportionate consequences chosen by the adult dealing with the specific incident. See Appendix 1 for the behaviour ladder and examples.

Physical Contact

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- To comfort a child or young person in distress (appropriate to their age and individual specific needs identified through a risk assessment).
- To direct a child or young person.
- For curricular reasons (for example in PE, Music, Drama etc).
- In an emergency, to avert danger to the child or young person or others.

The guidance produced by the Department for Education Use of Reasonable Force (DfE, 2013) states that: *“Schools should not have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a child or young person or prevent them taking action needed to prevent a child or young person causing harm.”*

Where physical contact is used, protective steps must be taken to ensure it is legal and will prevent harm. In all situations where physical contact between staff and children and young people takes place, staff must consider the following:

- The child or young person’s age and level of understanding.
- The child or young person’s individual needs and history.
- The location where the contact takes place (ideally it should not take place in private without others present).

How Might Staff Use Physical Contact?

Hugging: A sideways hug, with the adult putting their hands on the child or young person’s shoulders is by far the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated. This discourages ‘front on’ cuddling and placing the adult’s hands on the shoulders limits the ability of the child or young person to turn themselves into them.

Hand-Holding: It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand-holding is compliant. However, if the hand-holding is being used by an adult as a method of control to move children and young people, this can become a restraint. Therefore, the best practice is the use of the ‘offering a hand’. This is done by the adult holding their arm out, and the child or young person is encouraged to take the adult’s hand.

Lap-Sitting: There are very clear potential risks with this and, as such, lap-sitting should be discouraged, so neither staff nor children and young people are vulnerable. Children and young people should be taught to seek comfort / attention through other means. If a child or young person attempts to sit on an adult’s lap there should be immediate active guidance to a more appropriate seating position alongside the adult.

Physical Intervention (control and restraint) - The Use of Reasonable Force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The latest guidance from the DfE can be found here: [DfE Behaviour in Schools September 2024](#)

The use of physical intervention techniques (refer to our Positive Handling Policy) is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher. For any child who needs consistent positive handling, an agreement should be drawn up with the parents so that they fully understand when and how this will occur

Our school follows the **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)'**

It can be found here: [Understanding and Supporting Behaviour 2023](#)

Every incident where the use of restraint has been deemed absolutely necessary must be recorded on CPOMs and parents informed of the incident initially by phone and it should then be followed up in writing. Other recommendations set out in this document must also be followed.

Exclusion

At Holy Family School we are all aware that there are legal provisions which enable school staff to suspend and exclude children:

DfE Suspension and Permanent Exclusion from maintained schools 2023: [Suspension and Permanent Exclusion from maintained schools](#)

'The headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.' Suspension and permanent exclusion from maintained schools 2023.

Exclusion / suspension is an extreme step and will only be taken in cases where (Taken from [Behaviour in Schools 2024](#));

- Long term misbehaviour is not responding to the strategies and the safety and learning of pupils and/or others is being seriously hindered.
- An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Suspension may be for a fixed period e.g. just the lunch period (although this will count as half a

day), or 3 days based on the severity of the incident at the Headteachers judgement. Suspension could be internal or external.

For permanent exclusion see The Rosary Trust Exclusion Policy.

Screening and Searching Children and Young People

At Holy Family School we are all aware that there are legal provisions which enable school staff to confiscate items from children:

DfE Advice for Schools July 2022 - [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/searching-screening-and-confiscation)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to them should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated.

Staff do have the power to search without consent for “prohibited items” including:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco, cigarettes, vaping equipment.
- Fireworks.
- Pornographic images.

• Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for e.g. mobile phone, smart devices.

Governor Responsibilities

The Local Governing Committee are responsible for:

- Ensuring that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored.
- Undertaking their statutory role around suspension and exclusion.
- Ensuring that all staff receive purposeful training in order that they can undertake their role.

Monitoring, Evaluating and Review

This policy will be monitored regularly for effectiveness. This will be carried out at the end of each academic year and changes made as necessary. Training needs and CPD opportunities will be considered at these times.

Date for Review

Policy created: September 2024

Agreed by LGC: November 2024

To be reviewed: Autumn 2025

Appendix 1 – Behaviour Ladder

At all stages, a restorative conversation should take place as soon as possible.

For more serious breaches of this policy, the child will enter the behaviour ladder at Stage 5, 6 or 7.

Stage 8 (See Rosary Trust Exclusion Policy)

Exclusion Procedures

Exclusion is an extreme step and will only be taken in cases where;

- Long term misbehaviour is not responding to the strategies and the safety and learning of pupils and/or others is being seriously hindered.
- An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.

Exclusion may be for a fixed period e.g. three days, or in certain cases the exclusion may be for just the lunch period (this will count as half a day). Exclusion could be internal or external.

SERIOUS MISCONDUCT: In cases of serious misbehaviour a child may be sent directly to the DHT or HT

| | | |
|--|---|---|
| <p>Stage 7</p> <p>Meeting between Head Teacher, Deputy Head, class teacher, parents and pupil.</p> <p>Review of all behaviour plans, CPOMs logs, parental communications, pupil views and any external agency reports.</p> <p>A conduct warning will be given. The terms of the exclusion policy will be outlined for possible future use.</p> <p>Plan for next steps with a review date agreed.</p> | <p>Behaviour plan and regular parental contact hasn't shown a significant improvement, and poor behaviours persist.</p> | <p>Headteacher, Deputy head & class teacher</p> |
| <p>Stage 6</p> <ul style="list-style-type: none"> - Referral to the Deputy Headteacher, who will meet with the class teacher, parents and pupil. - External support may be sought by SENCo. - In this case, a Distress Behaviour Management Plan may be created alongside parents & child. - Weekly review with DHT & parents if necessary. | <p>Persistent behaviours at stage 5 and below.</p> <p>Bullying behaviour including those with a protected characteristic e.g. racism, homophobia.</p> <p>Discriminatory behaviour in any form.</p> | <p>Deputy Headteacher</p> |
| <p>Stage 5</p> <ul style="list-style-type: none"> - Referral to stage 5 SLT member. A decision on the consequence will be decided by the senior member of staff dealing with the incident. (eg loss of free time, written/verbal apology, pupil not allowed on a trip etc). - If persistent, repeated behaviours at Stage 4. | <p>Persistent behaviours at stage 4 and below.</p> <p>Bullying, serious physical / aggressive fight, inappropriate language, defiance, damaging property etc. Refusal to follow instructions.</p> <p>Discriminatory behaviour in any form.</p> | <p>Stage 5 SLT (EH/JR) supporting the Class Teacher</p> |
| <p>Stage 4</p> <ul style="list-style-type: none"> - Parents informally contacted by Class Teacher - Designated area to play in when outside. | <p>Persistent behaviours at stage 3 and below.</p> <p>Physical / aggressive behaviour/ swearing</p> <p>Discriminatory behaviour in any form.</p> | <p>Class Teacher</p> |
| <p>Stage 3</p> <ul style="list-style-type: none"> - Calm Time Out (a time to reflect/ get into the Green Zone). The child could be asked to move to another seat, another classroom or at The Regulation Stations in the playground. - At playtime this could be walking around with an adult for a given period of time. - Use of Zones resources. - Asked to complete learning e.g. outside year 6 at playtime, taken to tables outside or sent home. - They must be supervised. | <p>Repeated, persistent behaviours at stage 2 and below.</p> <p>Incomplete work.</p> <p>Games have got rough.</p> <p>Non-consensual behaviour towards others (contact parents and +CPOMs).</p> <p>Discriminatory behaviour in any form.</p> | <p>Any member of staff (Begin to record on CPOMS, informal contact with parents if necessary) COS / MK</p> |

| | | |
|---|---|---------------------|
| <ul style="list-style-type: none"> Communication with parents if behaviour continues. MDAs to escalate to Senior MDA (COS/MK) | | |
| Stage 2 <ul style="list-style-type: none"> Verbal, polite & calm reminder of expectations. Reminder of Zones of Regulation and use of the Regulation Stations. Teaching of expectations (whole class or individual) (social stories etc). Verbal warning - clear concise message which may include the expected consequence if they do not comply. This consequence should be 'logical' and relate to the incident where possible. Scripts, timers and visual cues may be used. | Repeated stage 1 behaviours. <p>Rudeness, being disrespectful to adults.</p> <p>Not lining up properly.</p> <p>Discriminatory behaviour in any form.</p> | Any member of staff |
| Stage 1 <ul style="list-style-type: none"> Praise children sitting nearby who are showing appropriate behaviour and confirming expectations ('Sit down, thank you'....'Thank you... for...'). Non-verbal gesture (direct eye contact) shake of head etc). Visual or verbal, polite & calm reminder of expectations, link to Zones of Regulation. | <p>Calling out, distracting others, not following instructions, not being kind (low level)</p> <p>Discriminatory behaviour in any form.</p> | Any member of staff |
| Strategy | Behavioural Examples (not exhaustive) | Staff member |

Appendix 2 - 4R's

'Punishment doesn't teach better behaviour, restorative conversations do.' Paul Dix

In order to learn from their mistakes, children need to reflect on the incident. The child is unable to do this if they are still dysregulated. The repair/restore conversation can only happen when the Regulate, Relate and Reason elements have successfully taken place.

| | |
|--|--|
| <p>Repair / Restore</p> <p>Discuss with the child:</p> <ul style="list-style-type: none">• What happened?• What were people thinking at the time?• Who has been affected & how?• How can relationships be repaired? <p>Reason</p> <ul style="list-style-type: none">• Zones of Regulation.• Puppets and Role play the incident / scenario.• Social Stories. <p>Relate</p> <ul style="list-style-type: none">• Follow and Lead (do something together) Examples - Adult to start drawing a line around a page, while the child uses their pencil to try and stay as close as possible to the adult's line. The roles can then be reversed. Take turns copying each other's facial expressions and actions or replicating each other's Lego constructions. Watch someone drawing a squiggle and then add to it and turn it into a picture.• Emotional scaffolding, (teacher notices what is happening, describes it and helps the child to manage the feeling).• Wondering aloud or WINE (wonder, imagine, notice, empathy). <p>Regulate</p> <p>There is no set time for this to happen. For some children this may be minutes but could be hours or even days for others.</p> <p>Stay with the child, listen to the child</p> <ul style="list-style-type: none">• Affect labelling – (help the child to find words to describe their feelings (big Empathy Drawings).• Provide patterned, repetitive and rhythmic activities which create a sense of calm and safety.• Breathing techniques.• Moving, rhythm, sensory, "Calm Box" of resources , Glitter Jar. | |
|--|--|

Appendix 3 - Scripts

What are scripts:

In a nutshell, they're messages you memorise and use for dealing with tricky behaviour issues with calm authority and consistency. They are behavioural scripts that are instructions that execute at the subconscious level to respond to a situation.

They are rooted in emotion coaching principles, and follow the C.A.L.M formula; Connect, Acknowledge, Limit, Move.

| When to use scripts: | When not to use scripts: |
|---|---|
| <p>In the context of a supportive relationship.</p> <p>To help set limits on some behaviours.</p> <p>As a part of classroom management and behaviour support.</p> | <p>For unsafe behaviours.</p> <p>When a child is highly distressed or dysregulated.</p> <p>As the sole solution to a behaviour.</p> |

How to write a script:

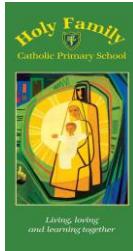
1. **Connect** with yourself & the child (use their name).
2. **Acknowledge** the feeling beneath the behaviour.
3. Set the **limit**.
4. **Move** the behaviour forward.

Example scripts

| Script for bad language/ unkind words | Script for bad language/ unkind words |
|--|---|
| <ol style="list-style-type: none">1. <i>Name, I can see something is wrong.</i>2. <i>Sometimes we get frustrated and we say something before we think.</i>3. <i>We expect you to speak to others with respect like we speak to you.</i>4. <i>Let's go to the Regulation Station and talk about what has happened.</i> | <ol style="list-style-type: none">1. <i>Name, I can see something is wrong.</i>2. <i>Sometimes it's hard when someone does something we don't agree with.</i>3. <i>But hurting people is not OK. We must treat all others with kindness.</i>4. <i>Let's go and find a way to get back into the Green Zone.</i> |

Scripts are most effective when they are created for the child they are used with to meet individual needs. Use the C.A.L.M model to create these.

Appendix 4 - Behaviour Overview



At Holy Family School, our Mission Statement, '**Living, Loving and Learning Together with Jesus**' underpins everything we do.

Over and Above

Exceeding the CST values
Effort – always striving for achieving their best (behaviour and learning)
Using Initiative

Our Rules

**Living
Loving
Learning
With Jesus**

Adult Consistencies

Meet & Greet
Modelled CST & TPP values
Listen
Respond, don't react

Tight Routines

*Walking Well *Quiet Lines when teacher arrives *Attention command
*Smart attire *Prayer time after lunch *Class role models moving from A to B

Stepped Sanctions

1- Praise (Recognise those following the rule being broken 'Thank you ... for...').
2- Reminder (3 rules/expectations); **Warning** (outline behaviour and logical consequence).
3- Calm down (time may be needed in self-regulate zone to reflect or return to Green Zone).

Repair / Restore
(Restorative conversation)

Scripts

*Name, I can see something is wrong.
Sometimes it's hard when
But is not OK.
We must treat all others with kindness.
Let's go and find a way to get back into the Green Zone.*

Restorative Conversations

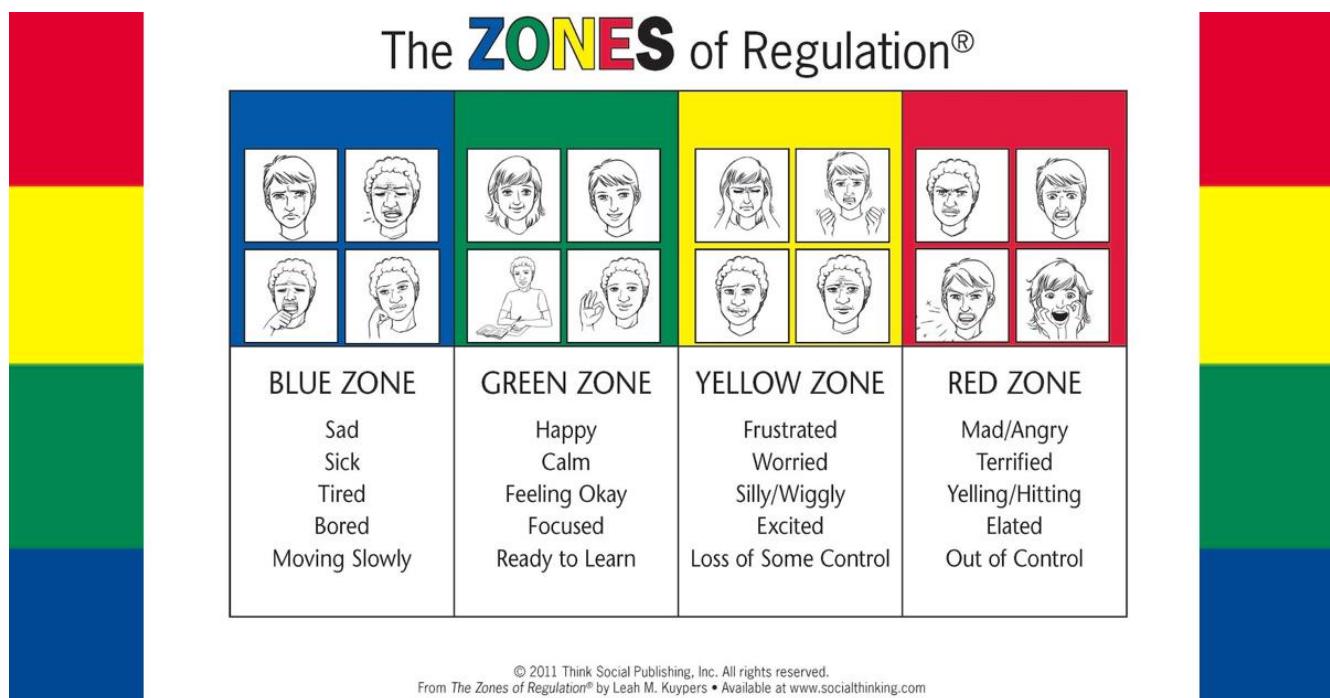
*What happened? (Tell the story from their perspective)
*What were people thinking and feeling at the time?
*Who has been affected and how?
*How can you repair the relationship?
*Summarise.

Appendix 5 - The Zones of Regulation

At Holy Family School, supporting each child's emotional wellbeing is a central part of our values and practice. Self-regulation (also known as 'self-control', 'impulse management' and 'self-management') is an important part of our curriculum

We recognise that children who are experiencing big emotions, such as worry, anger, restlessness, fear or tiredness, often find it hard to learn and concentrate in school. As a result, it is valuable to use The Zones of Regulation with all of our children, to give them strategies to help them cope with their feelings. This means that they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'. Children may need support to implement these strategies and this is called co-regulation. The approach is based on research and is highly respected as a systematic, cognitive behavioural technique leading children to greater independent regulation

The four 'zones' are different colours and are explained below. We teach the children that everyone experiences all of the Zones. All of the Zones are expected at one time or another. We show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.



The Zones of Regulation help our children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones (developing better empathy).
- Develop an insight into what might make them move into the different Zones.
- Understand that their emotions, sensory experiences (tiredness or hunger) and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of strategies / tools that support them.
- Recognise emotions in others.