



Learning Behaviour and Self-Regulation Policy
St Joseph's and St Gregory's Catholic Primary
School



Written by:	Gemma Otter	Date: July 2023
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Approved by:	Local Academy Governors	Date:
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Next review due by:	July 2025
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Rationale

Our vision is that every child who leaves us knows they have a definite service to do; are not afraid to follow God's call in their lives; through education discovers their unique vocation and, in discovering that, find fulfilment in life. For this reason, we believe it is key to celebrate not only academic achievements but also personal.

At St Joseph's and St Gregory's we believe children should be taught the Catholic Virtues of:

Respect	Faith	Perseverance
Thankfulness	Simplicity	Kindness
Hope	Charity	Honesty
Patience	Forgiveness	Service

This will give our children the foundation of love which is the basis of our school's Mission Statement.

“Let all that you do be done in love.” 1 Corinthians 16:14

Aims

- To ensure that we all feel safe, able to learn and included as valued members of the community
- For all our community to have a common understanding of our approach to managing behaviour
- To ensure that behaviour incidents involving children are dealt with taking into account the age, maturity, and additional needs of the child to ensure that behaviour that is unacceptable is always responded to in a way that does not demonise or stigmatise the perpetrator.

Guiding principles

We should all

- recognise and encourage Christ-like behaviour in each other
- seek to learn and enable others to learn
- develop learning behaviours and encourage these in others
- follow the school rules of being: **kind, proud and safe.**
- develop positive strategies for expressing our needs and feelings
- reject all forms of racism and bullying
- understand behaviour as a form of communication

Our School Rules

At St. Joseph's and St. Gregory's we are ...

kind, proud and safe.

We use these three words to communicate with children and colleagues about the behaviour in our school.

Language to support our school rules

We will talk about how we **are kind to** each other. We show **kindness** to everyone in our school community. We will praise children by telling them when they are being **kind**.

We will encourage expected behaviour by talking about children being **proud** of themselves, **proud** of their learning, **proud** of each other, **proud** of their culture and talk about how we feel **proud** of them.

We will talk to our children about the importance of being **safe**. We make choices which help to keep us **safe**, and we consider the **safety** of our friends. We treat our environment with respect, so it is a **safe** place for us to learn.

We will phrase instructions positively e.g., “walk in school” rather than “don’t run.” This also relates to comments about work: “Remember to curl around the caterpillar,” rather than “This writing isn’t good enough.”

It is important to remember that a child is **not** defined by their actions. If a child makes the wrong choice, we must comment on the action not on the child themselves e.g. I am disappointed in the choice you have made, not I am disappointed in you.

Our Collective Responsibility

The Local Academy Committee (Governors) of the School will ensure that:

- Policies designed to promote good behaviour and positive relationships are fair, equitable and adhered to.
- The policy is kept under review, considering any new guidance issued by the L.A, Trust and Secretary of State.
- The impact of the policy is monitored and reviewed, consulting with the Headteacher and children at the school.

The Headteacher and Leadership Team will:

- Set high standards for what is acceptable behaviour.
- Ensure all staff, parents/carers are responsible for regulating the conduct of the children.
- Provide regular training and support for positive behaviour and relationship development for all staff to ensure consistency in approach across school.
- Work with subject leads to develop a curriculum that promotes behavioural, social and emotional wellbeing as well as academic elements.
- Ensure there is a well-organised, calm and visually appealing/motivating school environment.
- Ensure there are clear communication systems between home and school so that parents/carers are kept fully informed of their children’s behaviour and celebrations of success.

All Staff within the school will:

- Model the school expectations of ‘Let all that you do be done in love’, and we are ‘Kind, Safe and Proud’ at all times.
- Establish clear rules and expectations, in line with school policy, and ensure these are understood by all.
- Ensure they follow the school approach consistently and fairly.
- Support and guide children to respect themselves, their peers and adults.
- Support children to develop a sense of self-esteem and belonging, supporting positive relationships and connectivity.
- Help the children develop their social skills and moral understanding in order to behave in an appropriate way.
- Celebrate and practise positive behaviour reinforcement more frequently.

- Use positive statements to promote expected behaviour e.g. ‘walk in school’ (rather than ‘don’t run’).
- Apply preventative measures that consider the specific circumstances/requirements of children.

All Teachers will:

- Be ambitious and have high expectations for their children.
- Ensure positive establishment of the classroom environment and routines, as well as the classes rights and responsibilities, in order to secure expectations and promote security and ownership of children’s own behaviours
- Build relationships with children, recognising every interaction/every day is an opportunity to build authentic connections with and between the children in their care.
- Adopt a range of appropriate strategies to promote positive behaviour for learning and relationship development in and out of class.
- Support children with emotional literacy and understanding of their feelings
- Maintain communication between home and school, regarding their children’s learning and curriculum expectations.
- Regularly share and celebrate children’s positive behaviours, achievements and successes with parents/carers.
- Ensure parents/carers are kept updated regarding their child’s behaviour, working in partnership to address any concerns and implement support where needed.

All Children will:

- Follow the school expectations of ‘Let all that you do be done in love’, and we are ‘Kind, Safe and Proud’ at all times.
- Have high aspiration for themselves and challenge their learning ability by aiming high.
- Co-operate with staff and other children both in and out of the classroom.
- Think through any actions and develop an awareness of their own feelings and the feelings of others.
- Develop understanding of the consequences of their actions on other people and environment.
- Have secure values and beliefs to be able to distinguish right from wrong, with the confidence to challenge injustice respectfully.
- Recognise that they are part of a diverse and multicultural community and understand that they are made unique in God’s love.

All Parents/Carers will:

- Model the school expectations of ‘Let all that you do be done in love’, and we are ‘Kind, Safe and Proud’ at all times.
- Ensure they have read the school policy and are familiar with its aims and principles.
- Work in partnership with the school to reinforce our collective approach to the development of Positive Behaviour & Relationships both in school and at home.

Learning Behaviours

Children should be taught learning behaviours that will enable them to achieve the best they can from their educational opportunities. All staff should encourage children to show the outstanding learning behaviours shown below. Pupils should be praised for using these.

When reporting to parents, pupils will be awarded an effort grade based on the learning behaviours below. The grading system allows and encourages discussions between pupils, teachers and parents to support a pupil’s learning.

1 = Outstanding	2 = Good	3 = Needing Improvement
Fully engaged Highly motivated Proactive and independent Actively seeks advice to improve learning Supportive of others Excellent collaborator Uses relevant resources Seeks out new challenges	Generally on task Contributes when encouraged Independent with reminders of strategies Willing to improve work/learning Mostly collaborative Uses resources appropriately Responsive to challenge	Hard to engage Contributions lack effort Needs to be kept on task Reluctant to improve work/learning Little participation and easily distracted Uses resources improperly Responds inappropriately to challenge

Responses to behaviour

Our community seeks to positively acknowledge, and reward, expected learning behaviours through intrinsic and extrinsic methods. We will celebrate all our children's amazing achievements in celebration assemblies each week. Our vision is that every child who leaves us knows they have a definite service to do; are not afraid to follow God's call in their lives; through education discovers their unique vocation and, in discovering that, find fulfilment in life. For this reason, we believe it is key to celebrate not only academic achievements but also personal.

As a school we have **Houses** which mix children from all ages and stages. House points are given to children (in the form of a raffle ticket) for the following:

- following school rules
- for demonstrating catholic virtues

Children will also be rewarded **in class**. This may be in the form of a table point or sticker or marble jar etc. Adults have the autonomy to choose how they reward their children in class. These rewards are given for:

- good quality work
- good learning behaviours

Attendance is also celebrated by:

- class rosettes - displayed in class daily if the class has 100% attendance
- individual prizes - awarded to a child with 100% attendance using a spinning wheel
- weekly rosettes - awarded to the class with the highest attendance in school that week
- end of year presentations - a coloured band is given to any child who has reached our school attendance target for the year
- end of school career presentations - prizes are awarded for each year of 100% attendance.

Self-regulation

We believe that the best way to support children with their behaviour is through self-regulation. We should teach them the skills that they need to understand how they are feeling and then control that.

Warning behaviours should be looked out for, and de-escalation should be sought, 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 a seating area/ in a designated calm space.

- 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?
- Five minutes walking with an adult

Where behaviour is inappropriate for learning or unsafe the following responses will apply: -

- stop the behaviour and explain why it is inappropriate. Give the first warning and allow 'take-up time' so that the child can change their behaviour.
- Then re-focus on task.
- If the behaviour continues, then the child will be given a second warning and be re-focused on their task.
- If following two warnings, the behaviour continues then time-out in class (thinking chair/reflection table) should be given. On the playground children will be given time-out in a safe space.
- If the behaviour continues still, then the child will spend some time-out in the reflection area of another classroom or taken to the Lead Behaviour Professional at lunch times.
- If a child reaches the point of removal (Tier 2 or 3), the class teacher will follow up with:
 - Investigation and discussion with the child
 - Logging the behaviour on Bromcom as either Tier 1, 2 or 3 depending on the circumstances
 - Contacting the parent in person at door (sensitively) / by telephone / email if no response to call to explain what has happened and the expectations going forward.

We believe the most effective behaviour management tool is strong, positive relationships between children and adults. Adults in our school will build relationships with all children.

Where a child is unable to access learning due to inappropriate learning behaviour, they will receive support in one of the following ways from the SEMH team.

1. Complete their in class learning on an individualised timetable with built in breaks to support them depending on their needs and level of development. During this time, they will also learn to develop the learning behaviours that they need to complete their learning.
2. Following from a needs assessment completed by the class teacher, children from across the school will be grouped by need to complete learning which will support them in the development of one or a combination of the following. This will be timetabled, delivered by trained members of staff, and assessed for impact on a regular basis.
 - a. School behaviours
 - b. Social skills
 - c. Friendship skills
 - d. Self-esteem
 - e. Resilience
 - f. Emotional intelligence
 - g. Language for behaviour and emotions
 - h. Accepting consequences for behaviour
 - i. Growth mindset
 - j. Growing from change
 - k. Regulating emotions
 - l. Skill building

Repeated transgressions (Tier 2)

If there are repeated transgressions e.g., every day or almost every day for a period of two weeks, then parent(s) or carer, teacher and the Inclusion Lead should meet to devise an Outcome Pathway to support the child in

meeting expectations. This is then used to respond to incidents of behaviour, although in no way replaces the Learning Behaviour and Self-Regulation policy.

Extreme behaviour (Tier 3)

Extreme behaviour is demonstrated by:

- Complete refusal to comply with adult instruction
- Verbal abuse
- Physical abuse
- Destructive behaviour
- Racist incident
- Bullying incident
- Having prohibited items in school

If a child repeatedly displays Tier 2 behaviour this may result in an initial half day internal exclusion and an support plan will be put in place. If behaviour still does not improve a full day's internal exclusion will follow. This could then lead to a fixed term exclusion, and ultimately a permanent exclusion. Each case will be treated individually based on the age and stage of the child. Any decision to exclude internally must be agreed by the Head teacher or Senior Assistant head teachers. Decisions to externally exclude can only be made by the head teacher or Senior assistant head teachers (in the absence of the head teacher).

Permanent exclusion can also occur for one significant inappropriate behaviour.

Child on child abuse

Child on child abuse, for example, name calling or unwanted pushing or other physical contact, is regarded as unacceptable behaviour. It will not be tolerated. When such behaviour comes to the attention of a member of staff they will:

- reassure the victim:
- investigate the incident (or ensure someone else will do this as soon as possible)
- if appropriate, mediate immediately, facilitating apology and remediation
- record on Bromcom (or report to class teachers who will do this) this is important, even when the incident seems minor, because repeated child on child abuse can be a sign of a safeguarding issue and can indicate a pattern of bullying
- if the incident is extreme then proceed as for an extreme behaviour
- consider appropriate support for the subject and perpetrator of the abuse in liaison with the SLT; teachers will consider whether there may be a gender or racial element to the abuse and whether there is a pattern of bullying
- the safeguarding lead or their deputy will be informed of the incident and will consider whether to raise as a safeguarding concern.

At all times, the child's wishes and feelings will be considered. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or consequence to be undertaken.

Searching, screening and confiscation

Ensuring school staff and children feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure everyone's welfare is protected and helps schools establish an environment where everyone is safe. The DfE guidance on Searching, Screening and Confiscation outlines the power of staff to conduct a search if they have reasonable grounds to suspect that a child is in possession of prohibited items, or

items which contravene school regulations, and/or could potentially cause harm to the child themselves, others or school property.

The list of prohibited items includes:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: ▪ to commit an offence, or ▪ to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations: ▪ tobacco and cigarette papers; ▪ fireworks; and ▪ pornographic images.

Possession of any of the above could lead to a suspension or permanent exclusion.

School Policy also states that a request to search and/or confiscation can be made for items that are detrimental to maintaining high standards of behaviour and/or a safe environment. This includes, but is not limited to:

- any item that does not comply with the school's uniform policy e.g. jewellery
- mobile phones which have not been handed into the school office
- any item that can cause distraction to learning in class
- any item that may cause social disagreement and fall outs
- any items that are deemed unsafe or could affect in-school safety procedures e.g. aerosols, lighters

School does not endorse and will not undertake a physical search of any child's person unless there are reasonable grounds to suspect that a child is in possession of prohibited items.

Where possible, searches will be conducted by two authorised member of staff who should always seek the cooperation of the pupil before conducting a search and explain the reasons why. Where necessary, a child will be asked to remove their coat and/or jumper, empty all pockets, open or empty their bags and, in some circumstances, remove their shoes and socks. Possessions and items of apparel that have been removed may then be searched by the staff present. If undesirable items are discovered the school will use its power of confiscation to retain the offending item(s). Parents/carers will be contacted to explain what has been found and any subsequent consequences that have been applied. Where appropriate, parents/carers will be invited to retrieve the offending property and asked to ensure that they are not brought to school again. In the event that illegal items are discovered then the Police will be informed immediately.

Appendix 1

Positive Handling

- Where possible the child will be isolated.
- The child will be spoken to calmly, assertively and respectfully.
- The adult will stay at a safe distance. (*except when using reasonable force/restraint*)
- Adults will listen to the child in order to find out how the situation developed, or how it may be resolved.
- The child will be asked to consider possible positive outcomes and behaviours.
- The child will be given space and time to cool off and to respond to requests.

All circumstances will be recorded on Bromcom

The Department of Education's Use of reasonable Force advice guides our policy

<http://www.education.gov.uk/aboutdfe/advice/fo077153/use-of-reasonable-force>

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder
- Force is used for two main purposes – to control pupils or to restrain them
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Parents will always be informed where force is used.

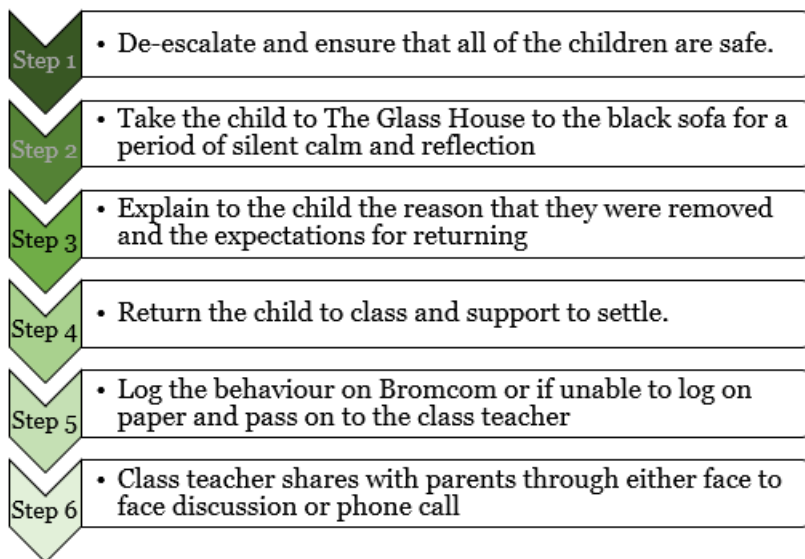
Appendix 2

Behaviour Escalation Flowchart

Tier 1		
Tier 2	<p>Poor behaviour (Class Teacher)</p> <p>Poor behaviour – first referral Where a child repeatedly reaches the sanction part of Tier 1, their behaviour then becomes Tier 2 (repeatedly = on more than 2 occasions in a week or more than one occasion on a day):</p> <ol style="list-style-type: none"> 1. Record on Bromcom. 2. Teacher to call parents to discuss behaviour and strategies (SEMH Lead to support) 3. Restorative follow up as part of the re-integration process 4. Continue to follow the Tier 1 Flowchart <p>Poor behaviour – second referral Where a child is not responding following the first referral process (e.g. this continues over a period of two weeks or more):</p> <ol style="list-style-type: none"> 1. Record on Bromcom. 2. Teacher to call parents to arrange a meeting to discuss behaviour and strategies (SEMH Lead to support) 3. Restorative follow up as part of the re-integration process 4. Continue to follow the Tier 1 Flowchart 	<p>Severe behaviour (Pastoral team)</p> <p>Severe behaviour – first referral</p> <ol style="list-style-type: none"> 1. De-escalation 2. Support staff to escort from the class and take to a safe space 3. If no support staff, or child will not leave contact school office (school office to contact SEMH Team/SLT) 4. 4W reflection sheet completed with SEMH Team/SLT 5. Teacher (and where appropriate SEMH Lead /SLT) decide on the appropriate consequence following the behaviour policy 6. Record on Bromcom (SEMH Lead to offer advice and check process has been completed) 7. Teacher to call parents to arrange a meeting to discuss behaviour and strategies (SEMH Lead to support) 8. Restorative follow up as part of the re-integration process
Tier 3	<p>Poor behaviour – third referral Where the poor behaviour is not responding to Quality First Teaching strategies and support following a second referral:</p> <ol style="list-style-type: none"> 1. Parent meeting with teacher and SEMH lead to co-produce an Outcome Pathway 2. Letter home to record the meeting and escalation of poor behaviour <p>The Outcome Pathway then becomes the document to outline next step. Strategies, consequences and escalation to external agencies will be directed through this document.</p> <p>Bromcom should be used to record all behaviours that are not typical in the classroom, as per the behaviour policy.</p> <p>If suspension is the consequence a parent meeting will be arranged with the Head Teacher or Deputy Head.</p>	<p>Severe behaviour – second referral Follow steps 1 – 6 of first referral, then:</p> <ol style="list-style-type: none"> 1. SEMH Lead to arrange a parent meeting with teacher and self to co-produce an Outcome Pathway 2. Letter home to record the meeting and escalation of severe behaviour <p>The Outcome Pathway then becomes the document to outline next step. Strategies, consequences and escalation to external agencies will be directed through this document.</p> <p>Bromcom should be used to record all behaviours that are not typical in the classroom, as per the behaviour policy.</p> <p>If suspension is the consequence a parent meeting will be arranged with the Head Teacher or Deputy Head.</p>

Appendix 3

Classroom Removal Chart



Appendix 4

Tier 1 =behaviours which cause disruption but can be dealt with within the classroom

Tier 2 = behaviours which require time out or removal from a classroom. This could be repeated Tier 1 behaviours

Tier 3 = behaviours which are extreme