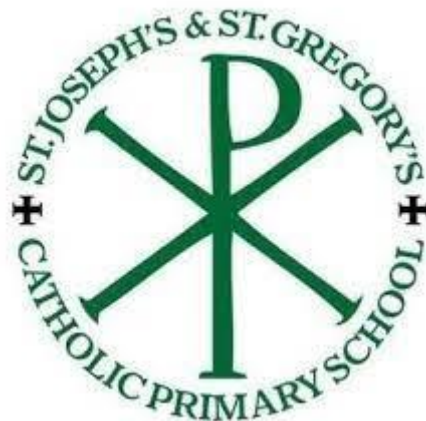




**Learning Behaviour and Self-Regulation Policy**  
St Joseph's and St Gregory's Catholic Primary  
School



**Written by:** Gemma Otter **Date:** July 2023

**Approved by:** Local Academy Governors **Date:**

**Next review due by:** July 2025

## Rationale

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

<b>Respect</b>	<b>Faith</b>	<b>Perseverance</b>
<b>Thankfulness</b>	<b>Simplicity</b>	<b>Kindness</b>
<b>Hope</b>	<b>Charity</b>	<b>Honesty</b>
<b>Patience</b>	<b>Forgiveness</b>	<b>Service</b>

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.

### **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

Any decision to exclude internally must be agreed by the Head teacher or Deputy head teacher. If they cannot be consulted, an Assistant head teacher may agree an internal exclusion.

### **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 peer on peer 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 punishment to be undertaken.