

St. Mary's Catholic Primary School



Inspiring Children to love
learning and live in the
light of Christ

Self -Regulation/ Behaviour Policy

September 2023

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Self-Regulation Behaviour Policy

Introduction and Purpose of Policy

At St. Mary's Catholic Primary School, we aim to provide a safe, caring Catholic environment in which our children are happy, secure and able to learn, grow and develop into self-disciplined and respectful individuals. In our school community we strive to follow the Christian faith as teachers and pupils. We promote a firm, fair and positive approach to behaviour and encourage a shared commitment between children, parents and teachers. We seek to develop capable and competent young people, who can take responsibility for their own future, with respect and care for other people and property.

This policy also supports the rights of the child as set down by Unicef's conventions, particularly Articles 19 and 29. [You have the right to be protected from being hurt and mistreated in body and mind; Your education should help you use and develop your talents and abilities. It should help you learn to live peacefully, protect the environment and respect other people.]

This policy seeks to recognise that we all live in community and accordingly we must behave in a way that values each individual as being created in the image and likeness of God. [Catechism of the Catholic Church] This belief in turn must impact on how we behave and relate to others, both within school and in our daily lives outside school.

Our School Mission Statements reflects this,

Inspiring Children to love learning and live in the light of Christ

This policy is rooted within our Catholic faith and we teach a moral framework based on shared values that are the basis for our Christian ethos.

Aims of the Policy:

- To set out a clear policy of expectations and procedures so that all members of the school community can model their actions on the life of St. Mary our patron saint, as we show care and respect for each other and the world in which we live.
 - To develop a Christian environment where children are nurtured, feel safe and supported in order to learn and develop into young Christian adults.
 - To work with parents and the parish community to teach children a system of values based on the Gospel and rooted in our catholic faith.
- To ensure that the rights of all members of the school community are met and upheld whether child or adult.

Rights and Responsibilities

ALL members of our school community have the right to work and learn in an environment free from:

- Behaviours that disturb, distract or offend.
- Aggressive speech or unacceptable language
- Bullying by children or adults including verbal or physical abuse (peer to peer abuse)

ALL members of our school community have the responsibility to:

- Self-Regulate/ behave appropriately at all times, showing respect and valuing contributions made by all.
- Develop positive relationships in a framework of trust and understanding
- Put the safety and well-being of children at the centre of all actions and decisions

ALL Pupils are entitled to:

- Be guided in how to self-regulate.
- An education that meets their needs and enables them to enjoy learning, be safe and healthy and make a positive contribution to their school and wider community.
- Equality of treatment and provision irrespective of gender, race, class or religion.
- A broad, balanced curriculum that meets individual needs, motives and stimulates learning.
- To be taught in an environment that is conducive to good learning and free from disruptions
- Have a voice within the school so that they can contribute to the school policies and decisions and share their concerns.
- The support of staff including the SENCO who intervenes and take action for children experiencing any difficulties either academically or personally

ALL pupils have a responsibility to:

- To work hard and try their best
- Show respect for all members of the school family whether adults or other children
- Take care of books and equipment as well as the school buildings and outdoor areas.
- Be ready to learn by having the right equipment and school uniform.
- Self-regulate whenever possible so as to follow and apply the school values.

All Staff have the right to;

Expect the highest standards of behaviour, work, courtesy and appearance of all children in the school

- Be trusted and treated with respect by parents and carers.
- Have regular support and professional development on self-regulation, co-regulation and behaviour techniques/ strategies.
- A strong lead and support of the Headteacher, senior leaders and Governors
- Work in a positive atmosphere which is supportive of teaching and learning

ALL Staff have the responsibility to:

- Be committed to and have high expectations of self-regulation, behaviour throughout the school
- Be a positive role model and show high standards of behaviour, courtesy and respect.
- Have a positive mind-set and an emphasis on success for all children, parents and staff.
- To provide an environment where children feel safe and supported
- Respect the children in their care.
- Treat all pupils fairly and consistently apply the school rewards and consequences
- Keep parents informed and updated about their children's behaviour both positive and negative.
- Support and advise in how to self-regulate and work with children to understand why there might be issues especially for those with special needs.

Parents have the right to:

- Their children receiving a high quality education designed to meet the individual needs of their child
- Be consulted and informed on the school policies relating to behaviour and safety

Parents have the responsibility to:

- Prepare their child for school including a good night sleep, breakfast and all required equipment
- Encourage their children to recognise the importance of education and learning
- Support the application of the school values and zone system, as well as the rewards and consequences.
- Insist that their children show proper respect for all members of the school staff.
- Be a positive role model and show proper respect to all school staff both by their actions and their words.

The Governing Body will:

- Develop with the staff a self-regulation/ behaviour policy fit for purpose.
- Take all necessary actions to ensure children in school feel safe, secure and able to learn.
Take all necessary actions to ensure staff feel safe and free to teach in a supportive environment
- Ensure the behaviour policy is applied fairly and consistently and followed by all members of the school community
- Protect the rights of children, staff and parents.

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' 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 adults will be looking out for children who show St. Mary's Values and are consistent daily with their excellent behaviour. Ways that children will be recognised for doing so:

The Tea Party

Children consistently being excellent role models will be (on occasions) invited to have a 'tea party' with the Head Teacher on some Friday afternoons. This is a chance to really get to know the children and acknowledge their role in school.

A Positive Message Home/ Face to face chats.

The Head teacher alongside class teachers will endeavour to recognise excellent role models and improvements in self-regulation to parents. Positive Messages are a high-level recognition for consistently showing very good behaviour but we recognise the need for everyday acknowledgements too.

Recognition Board

A Recognition Board based on School Values will be used to encourage social or learning behaviours. For example, 'Gratefulness and generosity' and 'Kindness'.

Responsibilities

Most children love to take on responsibilities and this can also be useful to build self-esteem and promote self-regulation. These may include such roles as 'Register Monitors, Playgroup Leaders or Lunchtime Monitors – but there may be more created for specific situations or needs. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

Raffle Tickets

Raffle tickets to acknowledge acts of kindness, politeness, generosity of spirit, for doing the right thing without being directed and for offering service to others will be shared by staff including the head teacher outside of the classroom. A small number of these are drawn in the achievement assemblies for small prizes.

School House System

The children are divided into four houses and house point tokens are allocated by all members of staff for being a good role model in work, play and attitude around the school especially in classrooms. Points can also be awarded to children for being good ambassadors of the school at public events. Tokens can be received from visitors to our school who are encouraged to look for our children living out our current virtue and value as set out by the diocese. Points are collated by our House Captains and Vice Captains and celebrated at assembly. The house with the most points at the end of each term are declared the winners. The reward is to choose a treat for an afternoon. The House with the highest total at the end of the year wins the 'House Cup'.

Star of the week certificates

Awarded at assembly - one children is selected each week by the class teacher. The children are selected prior to the Friday Achievement Assembly and receive a certificate. Parents are notified on Wednesday beforehand. If they are unable to attend but want to acknowledge their pride, they should email the school office with a message that can be read out.

Achievement Awards

Children with an achievement outside of school can share it at the weekly Achievement Assembly. Certificates, trophies, rosettes or other awards should be presented to the office by the end of the school day on Thursday. Awards presented later than that will be awarded in the following week.

Head teacher Merits Certificates and star badges (2 per class) will be awarded at the last Achievement Assembly of each term in place of the stars of the week to recognise consistently displayed self-regulation and achievement that has been noted throughout the term.

Positive reinforcement and encouragement of good self-regulation/behaviour is essential but sometimes additional steps are required that include co-regulation.

Most incidents can easily be dealt with by the staff who are directly supervising but no one should be on their own and can ask for assistance through the use of a 'red card' or telephone call for a key worker or member of the Senior Leadership Team.

Behaviour Logs

Where there has been a significant incident, a Behaviour Log is filled in by a staff member that has witnessed the incident / and or who is dealing with it. This is reported to parents - usually by the class teacher. It is centrally logged as a record to establish patterns and possible additional needs.

Actions Plans

The Action Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

As part of the Action Plan, a 30-Second Script (Appendix 1) will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 2 of the Action Plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child may 'owe 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion/ reconciliation chat with the class teacher.

Personalised Relationship Plans (PiPs or Personalised Intervention Plans)

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

Restorative Approach

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

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents or a break down of self regulation so as to build reconciliation between parties. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. 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 or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child or by leading Truth and Reconciliation Meetings.

Restorative Meetings/Conversations

At St. Mary's, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or 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.

Restorative Questions (See Appendix 2)

These restorative questions will be used to support restorative meetings and/or conversations. For Key Stage 2 pupils, up to 5 questions will be used. For Key Stage 1, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

Consequences

At St Mary's, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Relationship Plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. If calls are made home, the incident would be recorded using the Behaviour Logs. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be **paid back**.

- '2 minutes owed'- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

- 'Pay it Back time'- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground or with school property. We may ask the child or children involved to help repair the damage.
- Parental involvement- We feel it is important for parents to be aware of repeated and/or more serious incidents that will of course be recorded. We will communicate this through a phone call, or an informal or formal meeting.

We must emphasise that for the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour/ have struggled with self regulation

Learners are held responsible for their behaviour but may be in need of co-regulation by staff: they should not delegate this away. However, another member of staff might intervene with the question **'May I help you?'** for times when assistance is clearly needed: staff should respond positively to this offer of support. Staff will use the 'Stepped Sanctions' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. Behaviour is dealt with by the class teacher first, then escalates to the Assistant Headteacher then Headteacher if necessary.

Steps	Actions
Redirection/Reminder	Can I help you is a useful way of intervening for many who dysregulated? A reminder of the rules, delivered privately wherever possible may be required as might a gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple Golden rules – Show Respect, Follow instructions straight away and Always do your best. Repeat reminders if necessary. De-escalate and decelerate where reasonable noting that this might take time and space away from a situation. Praise will be given if the learner is able to model good behaviour and follow advice on how to self-regulate as a result of the reminder.

Verbal Caution	A verbal caution delivered privately, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
Time Out/Cool Off	This step is only needed if the child needs to calm down and compose themselves to self-regulate. Time out might be a short time in the quiet area in the classroom.
Restorative Conversation	(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation to establish what the problem is, during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
Support Step	In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from another class teacher or SLT. This will be specified on a personalised Relationships Plan for certain children identified with behaviour as an additional support need.

Behaviour outside school

Certain behaviour, even if not on school premises, can result in action being taken by the school. Examples of this would be: the use of social media to intimidate or bully pupils in school or damaging property in the school area whilst travelling to or from school. If the school is made aware of such behaviour it will take appropriate action. Parents will always be informed of such behaviour and if the behaviour warrants it, the police may be involved.

Exclusions

There may be times, decided on by the Headteacher or Assistant Headteacher, where an internal exclusion is applied. Repeated poor behaviour that has been through all previous stages can then result in a fixed term exclusion. There are, on rare occasions, behaviours that are so unacceptable an immediate exclusion would be warranted. This can only be decided by the Headteacher.

If a child's behaviour has been poor but does not yet warrant an exclusion, other sanctions may be applied. E.g. A child being removed from their class for an afternoon and being supervised in another area with another member of staff. This may also

include not going on trips or not being allowed to represent the school in sporting fixtures. These decisions will be made by a senior member of staff and based on the premise that allowing the child to attend could bring the reputation of the school into disrepute. (Please see Exclusions Policy)

Emotional and Behavioural Difficulties and Special Needs

There are some children in school who have specific needs that may affect their ability to self-regulate/ behave as expected. For such children the behaviour policy structure may not work.

Personalised Relationship Plans will be put in place to co-regulate and manage the behaviour of these children. This is decided on an individual basis with the Parents and the Leadership Team.

Nurture

A nurturing ethos is a key aspect of St. Mary's and the school will run a nurture group for pupils where necessary. The provision is a direct response to the needs of individual children who are experiencing difficulties within the usual classroom setting and need intervention to support their personal development and learning.

We very much recognise that there is nearly always a reason why a child might struggle to self-regulate or reacts in ways that can be disruptive: the school endeavours to unpick these needs and find solutions that make that vital difference even if it does take time.

Appendix 1 – 30 Second Script

- I noticed you are ..' (wandering around the classroom chatting)
- You are not showing our school value.... (respect)
- You have chosen to.....(stay in at playtime to catch up with work) ○ Do you remember when you...!' (finished all your writing) ○ That is who I need to see today. Thank you (for listening).

Appendix 2 – Restorative Questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?