



## Holy Cross Catholic Primary School

### Positive Behaviour and Relationships Policy 2023-2026



'Act justly, love tenderly and walk humbly with your God.' (Micah)

#### Rationale

At Holy Cross, 'We learn, we enable, we respect, we belong', and this mission, alongside our Gospel values, are embedded into everyday life. We believe that good behaviour is based on mutual respect between adults and pupils. We have high expectations of children's behaviour and believe that every child can make the right choice about their own behaviour and learn to take responsibility for their own actions. By doing this we enable our children to 'be the very best they can be so they can do what God wants them to do and so that God can do his work through them'. At Holy Cross Catholic Primary School we value the excellent behaviour of our pupils, allowing every child to access the full learning experiences offered within our school. There is an expectation that all school members: staff, children, visitors and parents model good behaviour as we recognise that we are all made in God's image and therefore we strive to treat one another as we would like to be treated ourselves.



At Holy Cross we believe it is paramount to promote an alternative approach to traditional behavioural management strategies that takes into consideration what we have learnt from modern day research on the effect of trauma on the brain and the potential long-term impact of ACEs. We have therefore reviewed our Behaviour and Relationships Policy in line with 'Attachment Aware' principles. Our policy also reflects the shift in the 0-25 SEND Code of Practice where the use of 'Social, emotional and mental health' has replaced the 2001 Special Educational Needs Code of



Practice's 'Behaviour, emotional and social difficulty'. Our approach seeks to reflect the change in thinking around causes of 'challenging behaviour' and growing concern about children's mental health. Our approach to Mental Health and behaviour is therefore part of a consistent whole school approach to mental health and well-being. This includes providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems.' (DfE, 2018: 4-5).

All children have the right to learn without being disrupted or interrupted. All teachers have the right to teach without disruption or interruption and all staff will work to support children to ensure that all are able to do so.

At Holy Cross we use the Trauma Informed approach and staff frame all conversations and expectations around 3 key words: **Ready, Respectful and Safe.** (Paul Dix 2017)

## Core Principles

**The Importance of Climate and Ethos:** A positive school ethos and culture is essential to developing good relationships and positive behaviour in the classroom. A whole school approach to supporting SEMH, where meeting SEMH needs is seen as everyone's responsibility. We believe that by placing a strong emphasis upon the emotional health and well-being of all members of the school community we can secure better outcomes for all (Banerjee, Weare, and Farr, 2014).

**The Importance of relationships:** The development of positive and respectful relationships within the school community are prioritised (between staff, children and their parents and carers) in order to create a school climate that fosters fairness, inclusion, connection and respect for all members of the school community. At Holy Cross we strive to develop a setting where all children and adults experience the benefits of belonging.

**The importance of building protective factors:** Life outcomes are affected by a range of contexts and experiences, both negative and positive. Negative experiences are described as risk factors, and positive experiences as protective factors. These factors occur at many different levels, e.g. within school, within the community, and within society. Increasing protective factors in the lives of our children can help mitigate the negative influence of risk factors by building resilience. Supportive relationships within the school setting is one protective factor, and therefore contributes to positive outcomes for all our pupils. Here at Holy Cross we strive to offer a range of experiences across the curriculum to ensure that our pupils have opportunities to identify their strengths and have a positive view on themselves.

**The importance of viewing behaviour in context:** All behaviour is viewed within the context of important relationships rather than looking for causes that lie directly within the child. When we interact with others, the context in which our actions take place can have a significant role in shaping our behaviour.

**The importance of exploring the communicative function of behaviour:** All behaviour has a communicative function and it is important to look at the factors underpinning the behaviour. Children who present with challenging behaviour are viewed as vulnerable rather than challenging. We strive to respond to the feelings and emotions that drive certain behaviours, rather than the behaviour itself.

**The importance of maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our children feel safe, their educational environment needs to be high in both nurture and structure. We understand that our children need predictable routines, expectations and responses to behaviour. These are consistent across the school and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that



can follow certain behaviours are made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

**The importance of a 'joined up approach' to supporting children's SEMH needs:** We encourage parental and carer engagement as crucial when trying to make sense of behaviour and implementing effective support.

**The importance of being non-judgemental:** We firmly believe that behaviours are an indicator of emotion, and not all behaviours are therefore chosen. When trying to make sense of behaviour we avoid any responses that might make the child feel 'shame' (such as public sanctions) and respond in an empathic and caring manner in line with our Gospel values. We also ensure opportunities for reparation through a 'Reflect and Resolve' activity with an emotional present adult.

## Definition of Trauma

Holy Cross Catholic Primary School defines Trauma as:

A distressing event or events that are so extreme or intense that they overwhelm a person's ability to cope, resulting in lasting negative impact. This can be further explained as

- An event, series of events or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional or spiritual well-being.
- Trauma is not the event itself. but It is what happens within you in response to an event that has been perceived as an out of control, frightening experience.
- It is a subjective experience and is an experience that the individual feels unable to move on from
- It is a normal response to an abnormal situation.
- A Trauma Informed approach reconceptualises trauma as not 'What is wrong with you?' but 'What has happened to you?'

## What type of events could be traumatic?

- ❖ Early childhood experiences
- ❖ Adverse Childhood Experiences such as loss, bereavement, separation, abuse, racial discrimination
- ❖ Single Incident Trauma
- ❖ Complex Trauma- this refers to the experience of a set of severe and sometimes pervasive adverse events' that may be prolonged or repeated. This includes things like abuse and neglect, as well as exposure to interpersonal or community violence, war and racism.
- ❖ Adverse Community Environments – such as housing, family home, growing up in poverty

## Identifying the signs

There can be a wide range of responses to trauma.

- There may be physical symptoms such as sleep problems including nightmares, headaches/stomach pains, or going back to things they did at a younger age such as bedwetting and thumb-sucking.
- Children and young people may become preoccupied with thoughts and memories of the event, be unable to concentrate and be irritable.
- Trauma can also be associated with problems in children's relationships with fellow pupils and adults.
- Children and young people may experience heightened anxiety or persistent low mood.



P and the three R's (Protect, Relate, Regulate, Reflect) can help us to understand how we can support children experiencing trauma. Positive relationships can heal brains, the ability to learn and mental health- **See Appendix 2**

## **Our Gospel Values**

At Holy Cross, we expect everybody to show love and respect to everyone and to treat each other as they wish to be treated themselves. These overarching core values govern our actions and are based on the qualities that we consider our pupils need in order to develop into good learners, citizens and members of living faith communities.

### **Humility - Seeing life as a gift**

Love of learning  
Resilience to face and overcome obstacles  
Being willing to recognise and acknowledge our faults and mistakes  
Celebrating our differences

### **Compassion Empathy**

Encouraging / Supporting others to surpass their own expectations  
Inclusivity  
Understanding and being sensitive to the needs of others (Putting yourself in the shoes of others)

### **Kindness - Gentleness**

Using kind words  
Kind deeds / Actions

### **Justice - Working for a fairer world**

Holistic acts for the benefit of all  
Fair play in the playground

### **Forgiveness - Reconciliation**

Overcoming a grudge and giving people another chance  
Seeing things from other people's point of view

### **Integrity - Do what you say**

Being open and honest  
Doing the right thing even when no-one is watching

### **Peace - Committed to peace making, non-violence**

Caring for others  
Being united with each other

### **Courage - Standing up for the truth**

Admitting a mistake  
Taking on a challenge without fear



## We aim

- To consistently promote our rules of **Ready, Respectful and Safe** (Paul Dix, 2017)
- To provide our children and staff with a positive learning environment permeated by Gospel values.
- To have high expectations of each child's potential for achievement and to be the best they can be.
- To encourage self-control, respect for others; respect for our learning environments (including those off of the school sites) and other people's property so that each child learns to accept responsibility for his/her own behaviour.
- To develop self-discipline in our children and to support them to self-regulate when struggling with strong emotions.
- To foster positive, caring attitudes towards everyone where achievement at all levels are acknowledged and valued and high self esteem is promoted by building on pupils' strengths.
- To ensure that expectations are clear and consistently applied by all.
- To encourage a calm, purposeful, rewarding and happy atmosphere within the school.
- To communicate with parents regularly on matters relating to their child's learning and behaviour.

## Our Expectations

Our behaviour expectations are simple and easy to remember and all staff work to ensure that they are understood by all. We have agreed on principle attributes that we believe are key in the pursuit of successful learning.

### Ready

Show a positive attitude towards everything we do

### Respectful

Be kind and respectful to others

### Safe

Look after the school, its environment, each other and myself

## Class/School Behaviour Management

It is widely recognised that if children have a clear and consistent approach to behaviour they are more likely to also behave in a more consistent manner. We operate a very clear approach to how we can gather a class back together / larger groups together quickly.

The following process is to be used by all staff.

Raise your hand and wait for all children to do the same and to be silent.

Then say EVERYTHING DOWN (wait for all pupils)

Finally say EYES ON ME.

As this system becomes more embedded in school we may simply raise our hand and children will know what we expect and react accordingly. It may be pertinent to thank those children who have stopped straight away. When everyone has stopped, thank the whole group for being ready. This system links well to our RWI rules of 1,2,3.



## Coming into school

How the day starts sets the tone for the rest of the day. At Holy Cross we firmly believe that all children should receive a warm welcome as they enter school. A member of SLT is on the gate every morning to say hello / good morning to the children as they arrive. Teachers are in classrooms welcoming the children during our 'soft start'. There are opportunities for parents to share any 'immediate information' with the Senior Leader on the gate and for children to share any worries/concerns with their class teacher. Bagel Bars provide breakfast for those arriving between 8.30 and 8.45am.

## Behaviour around the school

Respectful Walking - All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Children are expected to behave appropriately whether with an adult or not. We encourage the children to think about our school as a 'sacred space'.

At break times, lunchtimes and any other transitions throughout the day, children are expected to move around the school quietly and sensibly, being respectful of the learning that may be taking place around them.

## In the playground

At play time, all children are escorted to and from the playground by an adult. At the end of the break the adults raise their hand and wait for all children to stop what they are doing and stand still. They line up in their allocated place ready to come in.

The class teacher (or if PPA, the staff member covering) will go onto the playground and collect their class **ON TIME**, bringing them into school in an orderly manner.

Playtime Supervision Teachers and teaching assistants are required to perform supervisory duties including playtime. A minimum of three staff members are required to supervise playtimes (this may include a 1:1 TA). Supply teachers should cover the duty of absent teachers but should never be without support. When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate.

## Staff should avoid standing chatting to each other and consider their own positioning to maximise levels of visual supervision

To ensure that the children's playtimes are happy, safe and pleasant we ensure that:

- Children are taught co-operative games by teaching staff and outside agencies.
- Toys from home are not permitted as this causes arguments and sadness if the toy is damaged by peers.
- Incidents of fighting, bullying (persistent over time) and name-calling are dealt with immediately by the responding staff member and referred to the teacher or Headteacher as appropriate (See Appendix 1).
- The children stand still upon a hand in the air to signal the end of breaktime or lunchtime.
- Children stand silently in line.
- The children show respect for our Mealtime Assistants.
- There is liaison between the Mealtime Assistants and the class teachers regarding children's behaviour and well-being.

## School Responsibilities

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour and positive relationships.



We believe that it is important that the class work as a unit. As a prerequisite to good discipline in the classroom we make sure that our pupils are aware of the structure and organisation of the day and resources are well labelled and accessible for use. At the beginning of each academic year, the class teacher and pupils agree a Class Code of Conduct or Charter. These should be kept simple and age appropriate based on the principles of **'ready, respectful and safe'**.

## Staff Responsibilities

Staff will promote positive and consistent behaviour standards within the school and will implement the school's Behaviour and Relationship Policy fairly.

- 'Meet and Greet' children at the start of the day /session (eg RWI/Spelling Groups) 'Good morning (name)' followed by an appropriate personal comment to make a connection.
- 'End and Send' at the end of the day/session - 'Have a good evening'.
- Model positive behaviours and build relationships, commenting on good work and praise good behaviour privately and publicly.
- Insist on appropriate noise levels relevant to the task being carried out.
- Recognise children who are living up to our high expectations.
- **Never walk past or ignore children who are failing to meet expectations.**
- Always redirect children by referring to our school rules.
- Inform parents of positive achievements and behaviour.
- Staff will teach and model a restorative approach e.g. using restorative conversation to support behavioural change (Appendix 1) by focussing on the primary behaviour i.e. the behaviour that was initially identified as inappropriate rather than subsequent secondary behaviours.
- Implement 'logical' consequences for inappropriate behaviour (see Appendix 1)
- Liaise with other school staff including MTAs and follow up on any behaviour involving pupils in their class.
- Use Class Dojo to establish whole school systems for rewarding good behaviour.

## SLT Responsibilities

- Meet and greet children at the gate at the start of the day 'Good morning (name)' followed by an appropriate personal comment to make a connection.
- 'End and Send' at the gate at the end of the day - 'Have a good evening'.
- Be a visible presence around the school.
- Regularly celebrate children whose efforts go **'over and above'** expectations.
- Encourage use of positive praise, phone calls, dojos and certificates.
- Support teachers in managing children with more complex or challenging behaviours (IBPs)
- Review provision for children who fall beyond the range of written policies.
- In some circumstances staff may use reasonable force to restrain a pupil, for example to stop them from hurting themselves or others.

## Headteacher Responsibilities

In addition to SLT responsibilities as listed above, the headteacher is responsible for reviewing and approving this policy and will ensure that the school environment encourages positive behaviour.

- Ensure that staff deal effectively with poor behaviour.



- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Report to governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- Manage records of all reported serious incidents of misbehaviour including bullying and racism via CPOMS.
- Identify trends, implement changes and offer pro-active support, sharing information when necessary.
- Issuing fixed-term exclusions to individual children for serious acts of misbehaviour, notifying parents/carers, Plymouth CAST, the Inclusion Officer at Plymouth City Council and the Chair of Governors.
- For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child (see statutory DfE guidance "Suspension and permanent exclusions from maintained schools, academies and pupil referral units in England, 2022).

### **Children's Responsibilities**

Children have the right to an education which offers them the best opportunity to attain their potential. Teachers are here to create the circumstance for this to happen. Support staff, governors and parents assist in this process. It is the right of each individual to do these things without being hindered by others.

- Encourage children to manage their own behaviour and understand that there are right and wrong choices.
- Encourage children to be effective and successful learners.
- Children to take the opportunity to act as good role models.
- To work and play cooperatively.
- Compete fairly, and win and lose with dignity and respect for competitors.
- Understand and value differences, respect the rights of others to have beliefs and values different from their own.
- Manage strong feelings such as frustration, anger and anxiety.

### **Parent/Carers' Responsibilities:**

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations through parent information leaflets, the sharing of this 'Relationships' Policy, the school website and our 'Behaviour Expectations' which are displayed around the school environment. Parents and carers, and children are invited to sign our Home School Agreement, which includes a statement about expectations of behaviour.

Any behaviour incidents that need to be communicated with parents must be done face to face at the beginning or end of the school day, by telephone or via Class Dojo. If a parent/carer wished to discuss a behaviour incident, in the first instance this will be with the class teacher.

- Be supportive of the school's staff and policies.
- Send children with the appropriate equipment/uniform/PE Kit.
- Make sure their children arrive at school on time every morning.
- Encourage their child to develop attitudes of self-respect, self discipline and honesty.
- Encourage children to complete homework regularly.
- Encourage children to take pride in their learning.
- Model respectful relationships to their children in their interactions with the school.





## Exclusions

Exclusions can be for a fixed term (including just lunchtimes) or permanent. Exclusions will only be used in the most extreme of circumstances and will always be carried out according to the guidelines given in the Exclusion from maintained schools, Academies and pupil referral units in England - A guide for those with legal responsibilities in relation to exclusion September 2017. All exclusions are reported to governors. In the rare event that a child is given a fixed term exclusion, the school will work towards successful reintegration for the child when he or she returns to school. The school is committed to avoiding permanent exclusions whenever possible.

## Power To Use Reasonable Force

In extreme circumstances, after all attempts to de-escalate a situation have been exhausted, and where there is an imminent risk of a child hurting themselves or others, staff will follow the DfE (2013) Advice on the use of reasonable force. At all times adults will continue to talk to the children, reassuring them and attempting to de-escalate the situation. Teachers (and other staff) have the right to physically separate pupils fighting or to physically remove a disruptive pupil who refuses to leave a room when instructed to do so. Reasonable force will only be used to control or restrain a child to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Any physical contact is reasonable in line with our legal duty and our policy on safer handling of children. In all cases, the use of the voice is deemed a first defence before handling the pupil or pupils. Only staff trained by CPI (Crisis Prevention Institute) in Safety Intervention - a trauma-informed approach to the de-escalation and management of crisis situations, should use physical intervention. Where CPI Trained staff use positive handling strategies, there is a record kept of the incident in line with Plymouth CAST Pupil Welfare Policy. The incident report is shared with parents/carers as soon after the incident as possible. All recording needs to be completed in line with the Safeguarding Policy. Reflection time is also built into such occurrences. All staff recognise that this will take place at an appropriate time following the incident which can vary from child to child and from one incident to the next.

## Incidents Outside of School Premises/School Hours

The school may take action against any child who is reported for bad, abusive, discriminatory or bullying behaviour off the school site if:

- The child is participating in a school-related activity (such as a school trip).
- Travelling to or from school.
- Wearing school uniform.
- The misbehaviour could pose a threat to another pupil's physical or mental health and well-being or adversely affect the school's reputation. This may also include the inappropriate use of social media sites (see Acceptable Use Policy and Anti-bullying Policy).
- Could have repercussions for the orderly running of the school
- Could adversely affect the reputation of the school

Any action taken will be proportionate to the behaviour and will be in line with our Positive Behaviour and Relationship Policy.

## Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child on child abuse within our school and beyond. Our school recognises that children are both vulnerable to and capable of abusing their peers. This includes verbal as well as physical abuse.

Child on Child abuse will not be tolerated or passed off as part of "jokes" or "growing up" and we understand that



non-recognition/downplaying its scale will lead to a culture in school of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children reluctant to come forward to report it.

*This can include (but is not limited to)*

- bullying (including cyberbullying, prejudice based and discriminatory bullying);
- sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, spitting, hair pulling, or otherwise causing physical harm;
- abuse in intimate personal relationships between peers;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos;
- upskirting and initiating/hazard type violence and rituals (Keeping Children Safe in Education, 2022)

There is no place in our school community for these behaviours. More serious incidents are therefore logged on CPOMS and reported to a member of the Senior Leadership Team (all of whom are Designated Safeguarding Leads) who deal with the incident, with advice and guidance from other Local Authority advisers and partners where necessary. These are always reported to the Headteacher.

In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the anti-bullying policy, child protection policy and online safety policy. The duty to keep all children safe and to have the best interests of the child / children involved at the heart of any decision making will be central to any actions taken.

The school may choose to apply the most appropriate sanction, up to and including permanent exclusion. Please see our Anti-Bullying Policy for further information.

### **IBPS (Individual Behaviour Plans)**

When a child's behaviour is 'consistently' inappropriate, and the normal procedures for modifying behaviour are ineffective, then an IBP will be drawn up. This involves the child, parents / carers, class teacher and SEND Coordinator. The specific behavioural problems are identified, and SMART targets are developed to meet these. Full teacher, parent / carer and child involvement is encouraged to help create and fulfil the targets set. The rewards that a child will receive if the target behaviours are achieved within the agreed time limit are also discussed and agreed. It is important that, particularly where there are several behaviours that the child needs to change, it is beneficial to focus on no more than 3 or 4 at a time. If a child is not responding to the targets on the IBP, then advice and support from external agencies, for example, the Educational Psychologist/MAST, should be sought. The Educational Psychologist will help identify the child's difficulties and will help to draw up a programme to support their needs. Full staff support is also provided to assist the class teacher. Parents / carers are involved throughout the process.

### **Complaints**

Should a parent or carer have a concern about the way in which they believe their child has been treated, they should, in the first instance, discuss this with the class teacher. If the concern continues, then the SLT should be informed so a meeting can be set with the class teacher, or teacher who dealt with the incident, and the parents. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the Academy



Trust. The policy can be found on our school website.

## A Consistent Approach

### Classroom Strategies

- A well-planned programme of learning.
- High expectations of achievement.
- Belief that all pupils can learn.
- A nurturing learning environment.
- Use of a variety of strategies for teaching, including an awareness of learning styles.
- Each child is valued as an individual.
- Care, patience, humour and understanding.
- Praising and encouraging those who are working and behaving well.
- Describing the effects of the behaviour not the behaviour itself.

### Strategies for supporting behaviour include:

- Respond calmly to inappropriate behaviour.
- Listen closely to children at an appropriate time so as to minimise disruption to learning.
- Encourage self-reliance and resilience.
- Ensure the children understand the rules and expectations of good behaviour.
- Address inappropriate behaviour by offering choices and implementing a restorative approach.
- Attempt to redirect the inappropriate behaviour by referring to positive behaviour nearby.
- Ask the child if she/he needs help or support.
- Ask the child(ren) what they should have been doing or have done.
- Tell the child that when they (specify the inappropriate behaviour) it has (state the effect) this effect on you.
- Encourage the children to take responsibility for their own behaviour.
- Encourage reflection time.

### Monitoring

The Head Teacher and the staff monitor the effectiveness of this policy. Reports are made to the governors and recommendations for improvements are made if necessary.

Serious incidents of unacceptable behaviour are recorded on CPOMS by the member of staff who dealt with/witnessed the behaviour.

It is the responsibility of the governing body to monitor the rate of exclusions and ensure that the school policy is administered fairly and consistently.



Signed \_\_\_\_\_ Head Teacher

Signed \_\_\_\_\_ Chair of governors

Date \_\_\_\_\_

***This policy should be read in conjunction with the Plymouth CAST Positive Pupil Welfare Policy available on the school website.***

**Appendix 1**

**Holy Cross Catholic Primary School**  
**A Consistent Approach**

**Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Have unconditional positive regard for every child and give every child a fresh start.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion 'deliberate botheredness'.

**Children want adults to:**

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Be calm and caring.
- Human face of Christ.

Classroom rewards will be conveyed via the ClassDojo behaviour management system.

**Rewards**

	<b>STEP</b>	<b>REWARDS</b>
<b>1</b>	<b>Daily Positive Praise</b>	A quiet word, thumbs up, comment/praise Dojo Points Positive feedback to parent/carer at the end of the day Recognising children going 'over and above' Classroom Recognition Board



2	<b>Weekly Certificates</b>	Good Disciple Award - parent/carer invited to Celebration Assembly WOWs, Writer of the Week, out-of-school achievements
3	<b>Termly</b>	Top 2 DOJO winners receive a prize/treat and Excellent Behaviour badge from the HT at the end of term Celebration Assembly.
4	<b>Class Rewards</b>	At the teacher's discretion, additional rewards are given as deemed appropriate by the class teacher for demonstration of 'over and above' behaviours/learning.

## Ready Respectful Safe

- We expect all children to be ready, respectful and safe. When children are witnessed demonstrating one of these principle attributes to a degree that is 'over and above', they will be rewarded with the corresponding reward on the Class Dojo system.
- Teachers aim to touch base with at least one parent a week through Class Dojo, sharing their positive behaviour.
- WOW (Wonder of the Week) pupils and Good Disciples are celebrated at Friday Celebration Assembly and parents/carers invited.
- Weekly awards will be shared for children who have stood out in an area of focus or just receive an 'I noticed' comment from the headteacher or any member of staff. Nominations can be made from across the school community, including the children.
- Postcards will be sent home to parents by the Headteacher as recognition to individuals across the school.
- Red incidents will be monitored by SLT via CPOMS and parents invited in to discuss ongoing disruptive/disrespectful or unsafe behaviours.
- Report Cards may be used to support a child with making good choices. These will be implemented by class teachers and may have a classroom or playground focus as deemed appropriate for the individual child. The child should share the report card with a member of the SLT at the end of each day as well as with parents/carers.

### Managing Poor Choices - Classroom

- **Verbal Warning** - *Are you ready, respectful, safe?* 'Think carefully about what you do next.' The child may be reminded of previous good behaviour/choices if appropriate.
- **Blue** - visual warning - flash card on lanyard. This should be communicated privately, making the child aware of the expectations and outlining consequences if they should continue - **Amber** - move within class, followed by two minutes missed playtime and teacher restorative conversation after the session.
- **Red** - child moves to a class within the team with work. They should return at the end of the session for two minutes for a restorative conversation with the class teacher. CPOM and dojo parent 'Your child was not



showing ready/respectful/safe behaviour today and had to work in another class.'

### Managing Poor Choices - Lunchtime

- **Verbal Warning** - *Are you ready, respectful, safe?* - 'Think carefully about what you do next.' The child may be reminded of previous good behaviour/choices if appropriate.
- **Blue** - visual warning - flash card on lanyard. This should be communicated privately, making the child aware of the expectations and outlining consequences if they should continue
- **Amber** - timeout on the playground with another adult. The adult should put an end to the discussion. "I am walking away now. I will talk to you when you are ready, respectful, safe." The adult they are standing with must not engage in conversation with the child. This should be followed by a restorative conversation with the MTA involved.
- **Red** - timeout in the building. They should return at the end of lunch for a restorative conversation with the MTA. MTA should report 'reds' to the classteacher who should then record the incident on CPOMS and send a dojo message to the parent 'Your child was not showing ready/respectful/safe behaviour today and had to be taken off the playground.'

If the negative behaviour takes place towards the end of lunch time, they will then miss time the following day from that session.

If pupils have had to have a restorative conversation, this means they will not receive Dojo Points for that session as they have not been 'ready, respectful and safe'. The fact that they have had to have a 'Restorative Conversation' will be logged on CPOMS.

### Restorative Conversation Prompts

Disruptive behaviour and behaviour which infringes the rights of others' and does not represent our Gospel values, will not be ignored, but will be dealt with using a kind, but firm stance using Restorative Approaches. Staff will invest time with individual pupils, remaining calm, whilst attuning to their feelings and validating the emotions they are experiencing. They will then support the pupil in feeling safe and being able to self regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if need be 'make amends'.

Teachers need to monitor any 'time outs' to look closely at what can be done to reduce these, especially persistent offenders.

All staff must be mindful of how our SEND pupils are supported in terms of behaviour.

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What could you do to try to repair what's broken?

**Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will therefore target the individuals responsible.**

## Repeated Behaviours

If the behaviour continues to be disruptive, a member of the SLT will be informed. This may happen immediately or at the end of the lesson. Time with the senior leader will involve restorative conversations and a relevant consequence.

This will be logged on CPOMS as a behavioural incident for later reference if needed. Parents are informed. All incidents will be followed up with a restorative conversation with the child before reintegrating. The restorative conversation will explore the reasons for the poor choices, the impact on other people and how to make better choices in the future.

Appendix 2

## Emotion Coaching

Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

### Emotion Coaching is a relational approach which develops internal regulation

- External Frameworks
- External regulation
- Internal Frameworks
- Internal regulation



Sanctions and Rewards



Emotion Coaching

Figure 1: Emotion coaching is a relational approach which develops internal regulation. This image shows a blue smile emoji with a red circle on the outside representing external frameworks and external regulation which are developed through sanctions and rewards. Beside this is a blue smile emoji with a red circle on the inside, representing internal frameworks and internal regulation which are developed through the emotion coaching approach.

### The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, and Bryson 2011), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gilbert, 2017)



- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying – their emotional state). This also involves explicit teaching and modelling.

**There are four different stages of Emotion Coaching:**

1. Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')
2. Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
3. Setting limits on behaviour (we can't always get what we want')
4. Problem solving with the child ('We can sort this out')

The following animations give helpful summaries of Emotion Coaching for parents and teachers:

<https://www.youtube.com/watch?v=7KJa32r07xk>

[https://www.youtube.com/watch?v=x8bKit\\_VZ3](https://www.youtube.com/watch?v=x8bKit_VZ3)

**ELSA (Emotional Literacy Support Assistant)**

ELSAs are school support staff (teaching assistants and/or learning mentors) who have undergone the 'ELSA' programme of training by Educational Psychologists to support the emotional development of children and young people in schools. The ELSA programme has been widely adopted as an evidence-based early intervention for children and young people. ELSAs are trained to plan and deliver individualised programmes of support for children to develop their emotional literacy, including:

- Awareness of own and other people's emotions
- Management of stress, grief, anger and conflict
- Development of social interaction skills
- Promotion of a realistic self-concept and self-esteem

ELSAs are also able to plan and deliver support to small groups of children to support the development of social and friendship skills. ELSA provision has been shown to lower exclusion rates, promote emotional well-being and improve academic outcomes.



## Appendix 2

### P and the three R's (Protect, Relate, Regulate, Reflect)

#### PROTECT

- Ensuring that all children feel as psychologically and physically safe as they can in the school/ community (upping the safety cues not just an absence of danger).
- Whole school awareness of the impact of ACEs and toxic stress on learning, behaviour, mental and physical health, and how to use 'protective factors' as prevention and intervention.

#### REGULATE

- Acknowledging that a child cannot learn, concentrate, attend if very stressed.
- A whole school commitment to relate on a daily basis to all children in ways that soothe, calm and bring down toxic stress to tolerable stress as preventative of physical and mental ill-health and to enhance learning.
- A whole school commitment to supporting staff on a daily basis in ways that soothe, calm and bring down toxic stress to tolerable stress as preventative of physical and mental ill-health.



#### RELATE

- A Relationship Policy for all school staff to ensure that everyday interactions with children are healing not harming.
- Senior Leads ensuring the emotional well-being of staff.
- Ensuring that all children have on-going access to a trusted emotionally available adult.
- Children who have experienced one or more ACEs (adverse childhood experiences) require daily access to a trusted emotionally available adult at a known time and place.

#### REFLECT

- Ensuring that all children are offered the time and space to make sense of painful life events, with an emotionally available adult who is trained to listen, understand and provide verbalised empathic response.
- A conversational rather than punitive response to challenging behaviour in order to support development of the child's higher brain executive functions and prevent long term mental health problems which research shows can so easily arise from adults who punish or shame.
- Ensuring children are provided with evidence based psychological and neuroscientific knowledge (psycho-education and psychologically based PSHE) to make informed choices in their lives.

## PACE: VITAL Map for Change in Mental Health

	<p style="color: red;"><b>Play</b></p> <p style="font-size: 2em; font-weight: bold; text-align: center;">P</p>	<p>Using a playful, light, warm spontaneous way of interacting with a child/young person to form safe connection.</p>
	<p style="color: red;"><b>Acceptance</b></p> <p style="font-size: 2em; font-weight: bold; text-align: center;">A</p>	<p>Accepting and acknowledging the feelings underneath the child's/ young person's behaviour. This leads to trusting that you are not going to be shaming or critical.</p>
	<p style="color: red;"><b>Curiosity</b></p> <p style="font-size: 2em; font-weight: bold; text-align: center;">C</p>	<p>Voiced active interest in how the child/young person is experiencing an emotionally charged event past or present. "Will you help me understand...?"  (The opposite of scolding, giving lectures, talking 'at' a child or young person.)</p>
	<p style="color: red;"><b>Empathy</b></p> <p style="font-size: 2em; font-weight: bold; text-align: center;">E</p>	<p>Empathy – Felt sense of the other. Actively experienced by the practitioner and communicated in words to the child/teenager.</p>

Next review date September 2026