

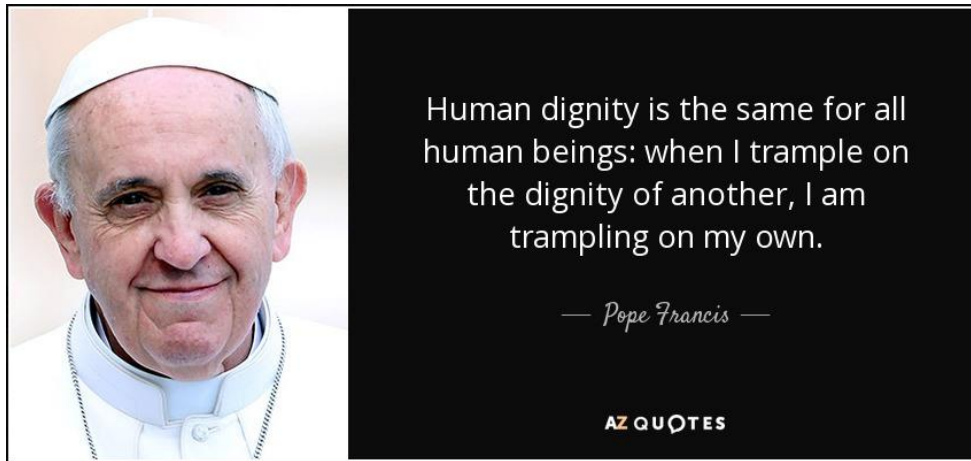


*Proudly and joyfully, we love, live and learn as God's children*

# **BEHAVIOUR AND SELF-REGULATION POLICY**

*'Be Ready, Be Respectful, Be Safe'*

Date policy was reviewed on:	July 2023
Date for next policy review:	July 2025
Person/s responsible for policy:	D. Linley, S. Dykes and M. Dorsett
Issued to:	Staff, governors, parents and children



*In the St. John Bosco Multi Academy, we are committed to offering quality Catholic education to the children, families and communities that we serve. Our purpose as a company is to ensure that our schools provide caring safe, distinctively Catholic environments within which every child can grow, learn and achieve.*

### ***Commitment to equality:***

*We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.*

### ***Legislation and Guidance***

*This policy is based on advice and statutory guidance from the Department for Education:*

*Behaviour in Schools (September 2022)*

*Use of reasonable force (July 2013)*

*Suspension and Permanent Exclusion (September 2022)*

*Searching, screening and confiscation (July 2022)*

*Keeping children safe in education (September 2022)*

*The Equality Act 2010 Special Educational Needs and Disability Code of Practice (2015, updated 2020) Working Together to Safeguard Children (2018, updated July 2022)*

### ***Our why...***

*At St Mark's, we have realised that the traditional punishment/reward behaviour management does not suit all children in our care and that we needed a new approach to meet the needs of ALL children to create long lasting positive change.*

## Our Vision

At St. Mark's, we have high expectations for all pupils; we expect children to live out our school mission statement to...

**'Proudly and joyfully, love, live and learn as God's children'**

In order to actively live out our school mission statement, we foster a positive culture that embeds our Catholic aims and values, our aims and values are evident in our curriculum, our policies, our relationships, and in everything we do. We want the behaviour of all of our children, our staff, parents, governors and all of our St. Mark's family to demonstrate the aims and values listed in this policy.

## Our Aim

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at St. Mark's to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success. St. Mark's is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

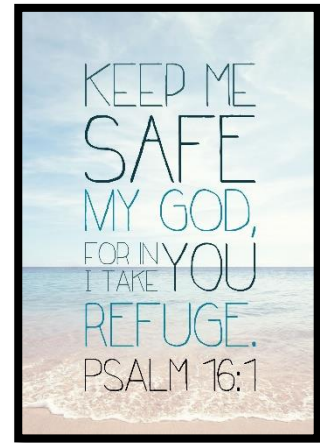
We aim to develop in all of our pupils a combination of skills, habits, values, inclinations and knowledge about what is acceptable behaviour so that good behaviour is modelled in and around our school, and by all members of our school community. Alongside this policy, our safeguarding curriculum and our safeguarding and child-protection policy also serves to support the aim of this policy by helping children to thrive and keeping them safe.

## Our 3 core aims

Central to how we manage behaviour at St. Mark's includes the following 3 aims that are embedded throughout our school:

- 1. Be Ready**
- 2. Be Respectful**
- 3. Be Safe**

At St. Mark's we apply these 3 aims to a variety of situations and staff teach and model these aims explicitly at every opportunity. We understand that for some children following our behaviour expectations can be difficult due to their additional needs/developmental level. In these cases, these children will have bespoke positive behaviour plans and/or strategies to promote long term positive behaviour changes.



To help children to be ready to learn, we are invested in developing secure attachments, a positive culture of respect and establishing purposeful routines with all of our children.

The purpose of this behaviour policy is:

- To provide simple, practical procedures for staff and pupils that:
- foster the belief that there are no 'bad' pupils, just 'bad choices';
- encourage pupils to recognise that they can and should make 'good' choices;
- recognise behavioural norms;
- promote self-esteem and self-control;
- teach appropriate behaviour through positive intervention.

## Creating a positive school culture at St. Marks

*Maintaining a positive culture requires constant work and schools should positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning.'* (Behaviour in Schools DfE document, Sept, 2022)

As a Catholic school, our values stem from the Gospel, Jesus' teachings (the beatitudes), Catholic social teaching principles, and the Jesuit pupil profile which lists the qualities we aim to grow and nurture in our children.

We also teach our children about the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

## Gospel Values and Jesus' example:

There are 8 values, based on the Beatitudes in Matthew's Gospel. They are explored and practised every day in school, in order for every child and adult to be the best person they can be, following the teachings of Jesus Christ.

- **Humility** - seeing life as a gift
- **Compassion** - having empathy
- **Kindness** - gentleness
- **Justice** - working for a fairer world
- **Forgiveness** - reconciling with self and others
- **Integrity** - do what you say
- **Peace** - committed to peace making and non-violence
- **Courage** - standing up for the truth

## Jesuit Pupil Profile

As well as the gospel values listed above, our children also learn about the Jesuit values and virtues. These are qualities we seek to develop in our pupils to develop them to **love, live and learn** with those around them, including those in society in the hope that they will change the world for the common good. The Jesuit Pupil Profile qualities listed below.

**Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

**Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

**Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

**Faith-filled** in their beliefs and **hopeful** for the future.

**Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good.



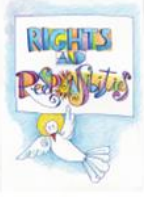
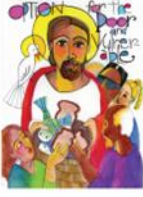



**Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.

**Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

## Catholic Social Teaching Principles

The Catholic social teaching principles help direct us to what we should value in order to put our faith respectfully and confidently into action.

### Catholic Social Teachings:

						
Dignity of the human person	Call to family, community and participation	Rights and Responsibilities	Option for the poor and vulnerable	Dignity of work and the rights of workers	Solidarity	Care for God's Creation
Our children recognise and understand the need for a moral vision for society.	We believe our children have a right and a duty to participate in society, seeking together the common good and wellbeing of all.	Our children recognise and understand their rights and responsibilities in the world and how they can make a positive contribution to society.	Our children understand that some of us are more vulnerable than others, we must support those in greater need than ourselves.	We believe we all have a right to work and serve others in the world for the common good.	We recognise we are all different but we are all from the same family and we must all work to be peacemakers.	Our children not only learn to respect themselves and others in the community, they too must respect the natural world within which they live.

## Our Expectations and Social Norms

As explained above, our Catholic faith underpins our behaviour curriculum as it teaches us the social norms and qualities that children need to become the person that God is calling them to be. To support our children to learn high standards in behaviour, we have high expectations at St. Mark's and we expect children to demonstrate the following on a daily basis:

- **Fantastic walking**

When children walk in and around school, they demonstrate fantastic walking by walking **sensibly, safely and smartly**. Teachers teach and model this to children so that everyone in our school community shows what fantastic walking is.

- **Good sitting posture (GSP)**

All children have seating that enables children to show GSP. To be specific, children must be sat at a desk, in a chair that enables them to place their feet flatly on the floor or foot step at a table at elbow height and knees and ankles should be at a 90 degree position.

- **Be ready**

Children and staff must be ready to start their lessons/activities and have their resources prepared to further support the learning. Whether children are about to begin a P.E. lesson, a Maths lesson or an after school club, they should have their required learning tools (i.e. P.E. kit, ruler, calculator or apron). Teachers also teach children to be ready to learn and listen and if they are finding something difficult, then children must speak to adults about this. Teachers are ready to identify potential barriers so that these can be quickly managed to enable our children to get the best out of the lesson/activity.

- **Be respectful**

All children and adults are to be respectful to each other at all times. Whilst we understand that sometimes disagreements and upset may be caused, we should always talk to the individual involved respectfully and calmly. Our curriculum has been planned with many topics, lessons and experiences which enable children to gain knowledge about other religions, cultures, communities, places and people etc so that children place a high importance on showing respect.

- **Be safe**

All children and adults keep themselves and others safe at all times. Teachers teach children about personal safety and also how their behaviour can affect the safety of others. We have a safeguarding curriculum whereby children and staff learn about potential risks, dangers and signs that may affect their safety. Children learn what to do to keep themselves and others safe and not just in our school but also online, outside school and in new environments.

- **Positive relationships**

Children and adults learn the qualities of a positive relationship and children learn how to have positive, healthy relationships with others through our 'Life to the Full' curriculum programme. Staff understand the importance of fostering positive relationships with children and that some children may need a little more of an adult's time to build a secure attachment. Staff create opportunities for children to practise important life skills (e.g. asking for help, resolving conflict and managing their emotions).

At St. Mark's we promote the use of empathic conversations with all children: we model communicating empathy and practice empathic conversations by also drawing attention to progress and success. In order to build adult-child relationships, we also support children by using 'P.A.C.E.S'. We use the strategies: playfulness, acceptance, curiosity and empathy to develop relationships and build healthy, emotional well-being. Emotional intelligence is the ability of individuals to recognize their own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotion coaching to guide thinking and behaviour.

## Emotion Coaching support and Mentoring support

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

At St. Mark's Catholic Primary School, we follow the four stages of Emotion Coaching to help support our children. The four stages are:

1. Recognising the child's feelings and empathise with them.
2. Labelling and validating the feelings. For example, "You seem angry to me" and "I'm sorry that happened to you, you must feel very...it's normal to feel that way."
3. Problem solving.
4. Problematizing and helping them find solutions.

At St. Mark's we also promote the need for our children to be able to co and self-regulate, supported by the introduction of emotion coaching. We believe that by self-regulating, it involves children being able to control their behaviour, emotions and thoughts and have the ability to manage disruptive emotions and impulses in a safe way. The aim is to develop children's self-regulation skills and prepare them to live an emotionally healthy life beyond St. Mark's.

### School mentor

We recognise that emotion coaching often requires more of a teacher's time so we have a school mentor called Mr. Reid who further supports emotion coaching as well as providing other small group support to specifically develop children's emotional and behavioural needs. Mr. Reid meets children at the start and at the end of each week (Mondays and Fridays). He provides a personalised programme of support for children which is informed from discussions with the child's class teacher, sometimes a member of SLT and/or parents. DSLs in school review weekly session outcomes and parents are informed at the end of the mentoring programme about the progress the child has made.

### Purposeful routines

At St. Mark's we embed routines (sequences of behaviour) that children use frequently in order to build good habits.

To embed consistent routines, all adults in school will:

- take time to give children a warm welcome into school in the morning on entry to the classroom. This may take the form of a handshake with eye contact, a warm smile and/or a 'high five'. The chosen 'welcome strategy' will reflect the age, the needs and level of maturity of the children. This will appear differently in each class but will remain consistent for the children.
- ALWAYS address any child or group of children failing to meet our school's expectations.
- Be ready to praise children for 'fantastic walking and GSP (good sitting posture)'
- redirect pupils swiftly by referring to 'Be Ready, Be Respectful and Be Safe'
- model positive behaviours and relationships in and around school
- plan lessons and activities that engage, challenge and meet the needs of ALL children
- deliberately and persistently catch pupils doing the right thing and praise them in front of others.



- follow up every time, retain ownership and engage in reflective dialogue with children when they are not meeting expectations
- appoint pupil leaders in the class who have designated duties

## Rewards

At St Mark's we value the importance of rewarding children for good effort and positive behaviour but we keep in mind the following quote:

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'* Paul Dix

At St. Mark's, rewards are given to children who have carried out a specific action/task and rewards are given for the following reasons:

- To change a child's behaviour for the better
- To motivate other children to change their behaviour for the better
- As a teaching strategy
- To give recognition to a child/group of children who have worked hard to achieve something

. The following reward systems operate alongside our emotion coaching and self-regulation approaches:

- Star stickers for POP Band awards – awarded for above ordinary effort, quality and presentation of work.
- Stickers – awarded to individuals on the spot in their books, planners or for them to wear for a range of excellent work/behaviour/attitude to learning.
- Spot prizes – these are less frequent and more special, awarded when additional, sustained effort has been demonstrated.
- Congratulations Certificates – awarded in assembly to two children in each class every week.
- Values and Virtues Certificates – these are awarded to children on a weekly basis to those who demonstrate our schools' Catholic values and virtues. It is expected that the children chosen have put their faith into action in a way that is not typical behaviour.

These awards are intended to motivate our children to improve their behaviour for the long term and make them feel valued and appreciated.

## Sanctions

Alongside the many rewards we have in place, sometimes sanctions are required to help children understand that more serious behaviour situations have sanctions and they are there to deter children from making the wrong choice or continuing to make the wrong choice.

All staff must refer to their handbook when addressing inappropriate behaviour in order to avoid escalation of behaviour. Depending on the seriousness of the behaviour presented and the context of the situation, the appropriate sanction must be given to ensure consistency.

*Small misbehaviours incur small sanctions. Bigger ones, bigger sanctions.* Tom Bennett

When addressing misbehaviour in the classroom, the class teacher must always adhere to the sanction steps with the following in mind:

*'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'*  
Paul Dix

	Steps	Actions
1.	<b>Non verbal cue</b>	A look that says to the child, I saw what you did but now let's get back to the task in hand. Whilst you have eye contact with child, point to the Ready, Respectful and Safe display or to a visual cue in the classroom that reminds them what they need to be doing but doesn't draw attention to the child.
2.	<b>Redirection/Reminder</b>	A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Kind. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3.	<p><b>Warning</b></p> <p><b>30 second script</b></p> <p>I noticed you are ...(having trouble getting started/struggling to get going/wandering around the classroom etc)</p> <p>It was the rule about... (lining up/staying on task etc) that you broke.</p> <p>I know that you can make good choices. Do you remember yesterday/last week when you... (remind child of time when they demonstrated positive behaviour:</p> <p>That is who I need to see today.</p> <p>Thank you for listening/I'm glad we had this conversation.</p> <p>Example: 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>	<p>Before issuing a warning, teachers will consider what action they can take to de-escalate the behaviour, what is the potential barrier for the child? I.e. they are finding work too difficult and need help but don't want to ask for help? If behaviour continues, then a warning is delivered privately (follow script to the left).</p> <p>See script (left)</p>

<p>4.</p>	<p><b>Self-regulation time</b></p> <p>I noticed you chose to ... (noticed behaviour)</p> <p>You need to: Have some thinking time (teacher to decide an appropriate space IN CLASS for 'Time IN') If this is not suitable and the child will not settle, then time outdoors would be a better option – 'You need to have some thinking time' (walking around with an adult) the adult would follow emotion coaching strategies or PACE model whilst walking around with the child.</p> <p>If time in, say, 'I will (come to) speak to you in two minutes.'</p> <p>Example: 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>	<p>This step is only needed if the child needs to calm down and compose themselves. Time in might be a short time in The Rainbow Room/a quiet area in the classroom or going for a short walk with another adult around school. The adult should follow the script (see left).</p> <p>*TIME IN not TIME OUT that counts.</p> <p>*DO NOT describe child's behaviour to another adult in front of the child.</p> <p>*At this point, a behaviour incident needs to be logged onto CPOMS and parents informed verbally, either in person at the end of the school day or over the phone. Messages should not be relayed through other relatives/childminders or left as a voicemail message, other than to ask the parents to contact school at the earliest opportunity.</p>
<p>5.</p>	<p><b>Restorative conversation</b></p> <p>What happened? (Neutral, dispassionate language)</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p> <p>What should we do to put</p>	<p>Restorative conversations must happen when the child and adult are both calm and able to talk.</p> <p>(5 minutes after class for restorative conversation/10 minutes in reflection time). This might be a quick chat or a more formal restorative conversation 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').</p>

	things right? How can we do things differently?	
6.	<b>Support Step</b>	<p>In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a personalised Behaviour Plan that is individual to the child.</p> <p>A meeting with the child's parents, class teacher and a member of SLT will be arranged and the personalised plan will be devised and explained to the child and the parents. The personalised plan is reviewed with parents on a weekly basis with the intention that the child then comes off the plan after a significant improvement in behaviour has been observed. The school SENDCo is involved and will consider whether the child requires outside agency support. Any child placed on a personalised plan will need to share their success daily with a member of the senior leadership team. The child's progress will also be reviewed and discussed weekly by DSLs and circumstances and reasonable adjustments will be considered.</p>

## **Extreme Behaviours**

Some pupils exhibit particular behaviours based on early childhood experiences and family circumstances. At St. Mark's, we recognise that their behaviour is their way of communicating their emotions. "Every behaviour is a communication." We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours.

When dealing with an episode of extreme behaviour where the child's safety or the safety of others is at risk, the child may need to be 'held' if they or another person is unsafe. This will only be used as an absolute last resort. If an individual member of staff feels unable to deal with this on their own, then they should seek assistance from another colleague (best practice, from someone who has received physical restraint training).

The school will record all serious behaviour incidents on Arbor, including those where physical intervention has been used and should there be a child-protection or safeguarding concern then the incident will also be logged on CPOMS.

## **Exclusions, Out of school transfer or Respite**

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

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.

- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to arrange a period of respite (e.g. at a pupil referral unit) or manage a transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all decisions made by the school and leaders in school will complete thorough checks of other settings before recommending to send a child there.

Exclusions will occur following extreme incidents at the discretion of the Principal.

A fixed-term exclusion will be applied under these conditions:

- Staff need respite after an extreme incident;
- the child needs time to reflect on their behaviour;
- to give the school time to create a plan which will support the child better;
- the child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include an internal exclusion supervised by members of staff (on a rota basis).

During any process of exclusion, senior leaders will keep parents informed to explain what is happening, why it is happening and will regularly liaise with parents to review the situation.

### **Physical attacks on adults**

At St Mark's, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support if needed. Best practice is that only staff who have received physical restraint training should attempt to physically intervene with a child.

All staff should report incidents directly to the Principal/Assistant Principal/SENDCo and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child.

### **Roles and responsibilities of members of St. Mark's School Community**

Name	Role	Responsibility
Mrs. D. Linley	Principal and lead DSL	<p>Welcome children on the gate each morning as they enter school.</p> <p>Step in to support a child who has reached step 6 – the support step.</p> <p>Review weekly progress of any child/ren in school requiring additional support to manage behaviour in DSL meeting.</p> <p>Communicate to parents any serious behaviour incidences that have occurred and work with parents to come to achieve a resolution/long lasting positive change in behaviour.</p> <p>Hold meetings with parents about behaviour expectations when new children/family join St. Mark's.</p> <p>Meet with staff regularly to review and evaluate behaviour (individually and collectively). Observe behaviour and attitudes in classrooms and give staff feedback on behaviour. Any member of staff not implementing school behaviour policy will receive further support and may be placed on an action plan inline with staff appraisal policy.</p>
Mrs. S. Dykes	SENDCo and Assistant Principal	<p>Early identification of children with SEND.</p> <p>Work with external agencies to ensure children receive targeted/specific support for behaviour/learning needs identified.</p> <p>Step in to support a child who has reached step 6 – the support step.</p> <p>Review weekly progress of any child/ren in school requiring additional support to manage behaviour in DSL meeting.</p> <p>In the absence of the principal, undertake the principal's responsibilities.</p> <p>Model and share best practice of the behaviour and self-regulation policy.</p>
Miss M. Dorsett	Assistant Principal	<p>Review weekly progress of any child/ren in school requiring additional support to manage behaviour in DSL meeting.</p> <p>Step in to support a child who has reached step 6 – the support step.</p> <p>In the absence of the principal, undertake the principal's responsibilities.</p> <p>Act as a buddy to new members of staff to help implement the behaviour and self-regulation policy successfully.</p> <p>Model and share best practice of the behaviour and self-regulation policy.</p>

Mrs. K. Khan	Senior leader	<p>Step in to support a child who has reached step 6 – the support step.</p> <p>Act as a buddy to new members of staff to help implement the behaviour and self-regulation policy successfully.</p> <p>Model and share best practice of the behaviour and self-regulation policy.</p>
All staff	Class teachers, teaching assistants, office staff, lunchtime staff and visiting teachers (i.e. sports coach)	<p>See bullet points under 'purposeful routines'</p> <p>Use staff handbook and complete all tasks in handbook to help implement the behaviour and self-regulation policy.</p> <p>Seek support from senior leaders when struggling to implement the policy successfully.</p> <p>Work in a supportive manner with parents and carers to implement this policy successfully.</p>
	Parents and carers	<p>Give encouragement and meaning to children who are failing to implement the behaviour and self-regulation policy.</p> <p>Work with staff in school to ensure that children's behaviour is at the expected standard and encourage children to demonstrate behaviour above the expected standard.</p> <p>Be a good role-model to children by demonstrating what good behaviour looks like.</p>
	Governors	<p>Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.</p> <p>Governors will review the behaviour and self-regulation policy and will ensure that national research and guidance is used to inform the policy.</p> <p>Governors support the staff to implement this policy and will review it's effectiveness.</p>
	School Improvement Partner (SIP)	<p>The SIP will provide professional challenge and support to the school, helping leaders to evaluate its performance, identify priorities for improvement, and plan effective change.</p>
	St. John Bosco MAC Trustees	<p>To oversee the work of the local governing bodies in each of the schools to ensure that each school is fulfilling it's duty in ensuring the behaviour of it's pupils is at the highest standard possible.</p>

## References

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