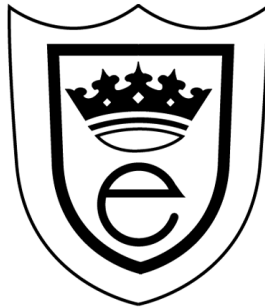


St Elizabeth's Catholic Primary School



Behaviour Policy

School Mission Statement and Values

Our mission at St Elizabeth's Catholic Primary School is to educate our children to reach their full potential in the context of a Catholic community in which each individual shares, or is in sympathy with, the teachings of the Catholic Church and the Christian way of life.

Our core values of **equality, excellence, kindness, forgiveness, perseverance, friendship, courage, service and respect** were chosen by our pupils to be the overriding principles to which the whole school aspires, together with our golden rule, "Love one another as I have loved you" (John 13:34).

We seek to make St Elizabeth's School a secure, happy and inclusive environment that is a place:

- of the highest quality teaching and learning;
- of compassion, co-operation and reconciliation;
- where each child is seen and appreciated as a unique individual;
- in which every child's talents are developed and their needs met;
- where mistakes are learning opportunities;
- in which each child is empowered to keep themselves safe and healthy;
- where endeavour and excellence are encouraged and celebrated;
- in which cultural diversity is respected and valued;
- where we worship together, share our Christian witness, draw strength from our local parishes and serve our wider community.

***Commitment to Equality:** We are committed to providing a positive school environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation.*

Approved by: Governors' Curriculum, Pupil Performance and Standards Committee

Policy Status: Statutory

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Introduction

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.”

(Behaviour in schools Advice for headteachers and school staff September 2022)

St. Elizabeth's places much emphasis on achieving high standards of behaviour. Good behaviour and discipline are the responsibility of every member of the school community – children, staff and parents.

Our core values of **equality, excellence, kindness, forgiveness, perseverance, friendship, courage, service** and **respect** were chosen by our pupils to be the overriding principles to which the whole school aspires, together with our golden rule, “Love one another as I have loved you” *John 13:34*. These values underpin our Behaviour Policy.

St Elizabeth’s encourages a growing independence and self-confidence, in a kind and nurturing school atmosphere. Children are led to realise the necessity for a code of moral conduct and we encourage in them the growth of self-discipline. They are shown the need for self-respect, respect for other children, their teachers and everyone associated with the school. They are expected to take pride in their work, their appearance, the school’s successes and in the building itself. Such respect leads to a happy, well-ordered school.

1. Aims

This policy aims to:

- Create a **positive culture that promotes excellent behaviour**, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Provide a **consistent approach to behaviour management** that is applied equally to all pupils
- **Define** what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline the expectations and consequences of behaviour
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Establish a **whole-school approach** to maintaining high standards of behaviour that reflect the values of the school

2. Legislation and statutory requirements

- This policy is based on legislation and advice from the Department for Education (DfE) on:
- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Roles and responsibilities

The Governors

The Governors are responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governors
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of Special Educational Needs and Disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the CPOMS behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and Support Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Staff will be asked to give feedback on their experience of the behaviour culture through the annual staff survey to support the evaluation, improvement and implementation of the behaviour policy.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

We ask that where parents have concerns regarding other children in the school they bring these to school staff to investigate fully and do not share information about children with other parents or on social media.

Parents will be asked to give feedback on their experience of the behaviour culture through the annual parents' survey to support the evaluation, improvement and implementation of the behaviour policy.

Pupils

Pupils will be made aware of their duty to contribute to the culture of positive behaviour as follows:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture through the annual pupils' survey to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are in-year admissions.

4. The Behaviour Curriculum

4.1 How we teach children what good behaviour looks like

Children are taught about kindness and consideration and the difference between right and wrong in all classes from EYFS to Y6 through:

- The Relationship, Health and Sex Education Curriculum
- The RE curriculum
- Interactive assemblies, awareness days and collective worship.

In assemblies, through the use of stories and role play and real life examples, children are shown that in all situations they have a choice regarding how they behave. They are actively taught strategies to deal with any conflicts or disagreements that may arise. They are taught to recognise what good behaviour and good choices look like and how to forgive and be forgiven. There is a whole school culture of learning from mistakes and taking responsibility for our actions.

Through the weekly exploration of our School Values in assemblies, children learn how to show respect and treat everyone as they would like to be treated. They celebrate the good behaviour of others and they look at real life examples of inspirational people with exemplary behaviour.

There are opportunities to celebrate cultures across the curriculum. Children are encouraged to feel proud of their differences and value those of others.

4.2 How we teach children to regulate their emotions

As an attachment aware school we deal with behaviour from an educating position so that children are supported to change their behaviour and learn to treat others with the kindness and respect deserved.

All staff are trained in Emotion Coaching. "Emotion Coaching is a way of helping people, children and adults, to understand the different emotions they experience, why they occur and how to handle them" John Gottman (1977).

Emotion Coaching recognises that

- we **all have feelings** and we need to recognise them in ourselves and others
- It is safe to engage in a problem solving process and we can **find solutions to our problems**
- **All feelings are normal** but need to be regulated and expressed constructively
- Moments of negative behaviour are considered to be **opportunities for teaching**

Staff use the CALM techniques when emotion coaching children. (See Appendix 2)

Connect - tune in to the child's feelings and your own

Acknowledge - Validate the feeling and label them. Name it, to tame it!

Limits (if necessary) - Remind the child of acceptable/unacceptable behaviours

Make a Plan – Problem solving and finding solutions

The Zones of Regulation are used consistently in all classes to teach children how to regulate their emotions. Children learn how to self-manage feelings and avoid dis-regulation with a personalised tool-kit of strategies.

4.3 Our children are supported emotionally through:

- Excellent modelling of behaviour by adults
- Committed staff who deal consistently with behaviour
- The ELSA who supports individual children
- The senior mental health lead who organises awareness activities and monitors the implementation of the Zones of Regulation
- Joint working with external agencies and professionals, where necessary

Children are encouraged to seek help by talking to any trusted adult in school who will help them find solutions to problems that they cannot sort out themselves. They can do this in person, through the class worry box or the virtual online worry box.

4.4 We promote good behaviour and reduce poor behaviour through:

- Encouragement, acknowledgement, and reinforcement of good behaviour
- Ensuring that pupils are well supervised at all times
- Pre-empting any problems that might arise before they occur
- Staff vigilance in spotting any signs of bullying, or any signs of a child being treated unfairly
- Dealing fairly with everyone involved if there is a problem and ensure that everyone has a right to speak
- Using a restorative justice style approach, providing the opportunity for anyone who is a victim of poor behaviour to be supported and to confront the person who has mistreated them
- Investigating any problem very carefully and sensitively before reaching a conclusion about what occurred
- Dealing firmly, but fairly, with children whose actions cause upset and distress to others
- Use any problems that do arise as an opportunity for learning

4.5 Behaviour Rewards

Positive behaviour is celebrated and rewarded with:

- Verbal praise
- Stickers
- Dojo points
- Awards in assembly
- Being sent to a senior teacher or the headteacher or deputy headteacher for praise / stickers
- A certificate or postcard home
- Special responsibilities and privileges, such as carrying out a specific monitoring role

4.6. Our School Rules / Code of Conduct

Our pupils understand that these rules allow members of our school family. They are displayed around the school and are revisited regularly.

- We treat everyone with respect
- We use kind words and never use words that hurt or discriminate against others
- We walk at all times in school
- We follow instructions
- We work hard and help others to work hard too
- We listen to others
- We keep our hands and feet to ourselves
- We are polite and show good manners
- We take care of our school property
- We include others in activities

5. Definitions

We have categorised pupils' behaviour into two groups:

1. **Poor behaviour** choices
2. **Serious Incidents** which includes bullying and child on child abuse

Poor behaviour choices are defined as:

- Low-level disruption in lessons, in corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude impacting upon their own learning and others
- Inappropriate lining up or movement around school
- Saying or making unkind comments
- Incorrect uniform

It is typical that low level, poor behaviour choices will be dealt with by the Class Teacher / Teaching Assistant and when necessary, a senior leader.

It is expected that the class teacher will take the responsibility for contacting / liaising with parents (when appropriate). These conversations will be conducted discretely (not on the playground with others present).

If contact is made with parents, then a note should be logged in CPOMs.

Teachers should feel encouraged to seek help from more experienced members of staff when they feel they need to. If a teacher requests a senior member of staff to be present in a meeting, the parent will be told in advance.

Serious incidents are defined as:

- Repeated breaches of the school code of conduct /school rules
- Any form of bullying, on and offline
- Sexual assault/harmful sexual behaviour/ child on child abuse: this includes any general behaviour that causes humiliation, worry, embarrassment, pain, fear, or intimidation - for further information, please refer to the school's Safeguarding & Child Protection Policy
- Emotional harm and abuse, including body shaming
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, anti-transgender or discriminatory behaviour or language
- Leaving the classroom without permission
- Repeatedly ignoring an adult's instructions leading to harm of themselves or others

Parents of children involved in a serious incident are always informed, ideally face to face, but also by phone or email, if face-to-face is not possible. The deputy headteacher or headteacher will be the lead member of staff in situations which involve serious incidents of behaviour. Where incidents involve safeguarding concerns, these will be shared with the DSL and the safeguarding lead on the Governing Body.

All serious incidents should be recorded on CPOMs on the day of the incident. In addition to this, the person completing the report should verbally notify the Headteacher and Deputy Headteacher. This is because all serious incidents should be dealt with on the same day, where possible.

We are obliged by law to log all racist and homophobic incidents and report these termly to Achieving for Children. These are also reported to our governing body as part of the headteacher's termly report.

Racist, sexist, homophobic, or anti-transgender language or behaviour is never considered banter and will / must always be reported to senior leadership and logged in CPOMS.

6. Bullying

Our separate Anti-Bullying Policy has full details of our school processes for preventing, dealing with, recording and monitoring incidents of bullying.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship can involve an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

In simple terms bullying can be described as deliberately unkind behaviour towards another. This can be through looks, words, or deeds.

Persistent bullying is when one person adopts a consistently unkind approach to another over a prolonged period of time.

We will use RHSE lessons to assist pupils to appreciate this definition by discussing real and imaginary examples.

Specifically, the key features of bullying are:

- It does not happen just once; it goes on over time and happens again and again - it is repeated (all incidents of bullying and all serious incidents will be recorded in CPOMS and will refer to these when assessing an incident/s)
- It is deliberate; hurting someone on purpose - it is not accidentally hurting someone
- It is unfair; the person who bullies is stronger or more powerful (or there are more of them) and even if they are enjoying it, the person they are bullying is not

We will not tolerate bullying of any kind for pupils, staff or visitors to our school. Our aim is to:

- Prevent, reduce and stop the bullying if and when it occurs
- React to bullying incidents in a reasonable, proportionate and consistent way
- Safeguard the pupil who has been bullied and offer support
- Understand the motivation of the perpetrator and if necessary, safeguard and offer support
- Apply a disciplinary sanction to the bully and ensure they learn from the experience. This is at the discretion of the headteacher
- Educate all children in order to enable them to safeguard themselves from bullying both in real life and online

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, up-skirting
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on Child Abuse	Child on child abuse is any form of harmful behaviour which can include physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child on child abuse can take various forms, including serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

7. How staff respond to inappropriate behaviour

These are our procedures for managing behaviour. They are overriding principles and do not cover eventuality.

- Positive role-modelling by staff
- De-escalation – Emotion Coaching
- Pre-empting any problems that might arise before they occur
- Staff vigilance in spotting any signs of bullying, or any signs of a child being treated unfairly
- Dealing fairly with everyone involved if there is a problem and ensure that everyone has a right to speak
- Using a restorative justice approach, providing the opportunity for anyone who is a victim of poor behaviour to be supported and to take a direct role in the resolution of the conflict including confronting the person who has mistreated them
- Investigating any problem very carefully and sensitively before reaching a conclusion about what occurred
- Dealing firmly, but fairly, with children whose actions cause upset and distress to others
- Using any problems that do arise as an opportunity for learning
- Safeguarding the learning and welfare of all
- Prompt communication with parents

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques should be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

7.1. Sanctions

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Non-verbal sign to refocus – e.g. a look
- Verbal reminder – usually reinforcing the positive and what is expected
- A quiet private reminder of expectations 1 to 1 and suggesting a change of behaviour that might help
- A change of position
- A cooling down / reflecting time in a relocated area (same classroom or another classroom / supervised learning space)
- An informal conversation in the child's time (not lesson time)
- Setting of written tasks, such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Should an individual child display persistent challenging behaviour, they will be referred to the deputy headteacher and then headteacher. Their parents will be invited to school to discuss their child's behaviour and a plan to be put in place so that home and school are working collaboratively and consistently.

7.2. Removal from Class

A child will be removed from a classroom and instructed to work under the supervision of another adult for serious disciplinary reasons only. This is different from a child needing routine time outside the classroom or in a nurture space, to self-regulate.

7.3. Following a sanction

Following a sanction, there will be a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.

7.4. Playtimes and lunchtimes

When children's time is less structured the management of the school is committed to:

- Each playground having an experienced team of playground supervisors with high levels of pupils: staff ratios
- staff leading structured games and play, whenever feasible, to keep as many pupils as possible occupied
- Senior leaders always being on hand to support staff with behaviour

We will adopt a graded response to poor behaviour on the playground

- In the first instance a pupil who is failing to fulfil their responsibility to behave well will be given a clear support and encouragement to make good choices and warning about what will not be accepted and why
- If the poor behaviour persists the child concerned will be removed from the playground for the duration of that playtime or lunchtime
- The child will spend time with a senior leader and given some time out to think about and reflect on their behaviour and their responsibilities and how this can be improved going forward
- The reason for this removal will be clearly explained to the child and (s)he will have a chance to explain why (s)he chose to behave in this way as well as how they will change their behaviour going forward and how we can support them with this
- If the incident is of a more serious nature, such as the discovery of prolonged bullying, or a fight, the child will be removed from the playground for a longer time period and parents will be informed.
- The length of time off the playground will be determined by the nature of the offence caused and any previous behaviour concerns that may have arisen. On these occasions our intention is to work in partnership with children and their parents, engaging in a joint problem-solving approach designed to lead to improvements in the behaviour of the child concerned and ensure the safety of others
- In the most extreme cases parents may be asked to remove their child from the school premises at lunchtimes for a set period of time.

7.5. Restorative Approaches

When dealing with conflict, all parties will have their say and agree on the way forward. This approach helps to highlight what triggered the behaviour and what might be done in the future to prevent it happening again.

When resolving any disputes or conflict staff will ask all involved the following questions in age appropriate language:

- What happened?
- What were or are you thinking and feeling?
- Who has been affected and how?
- What do you need to feel better?
- What needs to happen now and what can you do to make this happen?

Children may be asked to write their response to these questions. A record of their responses will be scanned onto CPOMS to accompany the staff description of the event and the consequences agreed. (See Appendix 1)

7.6. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school visit or sports event or on the way to and from school.

7.7. Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Following the use of reasonable force, a child should be given opportunity to talk to an adult and supported.

Staff who are likely to be required to use reasonable force will receive training.

8. Exclusion

Very occasionally a pupil may be excluded from school. This is a serious and exceptional option that has a very set procedure. Any pupil who is deemed at risk of exclusion is closely monitored by the Senior Leadership Team. A behaviour plan will be formed by the Headteacher, parent/s and child and may also involve specialist intervention from Behaviour Support within AfC (Achieving for Children). The Head teacher is responsible for exclusions.

Exclusion is rare and it will always be our intention to use the SEND code of practice, SEND or vulnerable children procedures such as EHA (Early Help Assessment) and Individual Behaviour/Safety Plans to support children who have significant behavioural and emotional difficulties.

9. Confiscation

Any item which a staff member reasonably suspects has been, or is likely to be, used to cause harm, or to cause personal injury to, or damage to the property of, any person (including the pupil) will be confiscated and will not be returned to the pupil.

In addition, any item which is harmful or detrimental to school discipline may be confiscated and returned to parents.

Mobile Phones

Only children in Y6 who travel to and/or from school independently, are permitted to bring a mobile phone to school. Mobile phones must not be used by pupils on the school site within the school gates. All mobile phones must be switched off and given to a classteacher at the beginning of the school day. Classteachers will return mobile phones at the end of the school day. Classteachers do not take responsibility for mobile phones while they are in their possession.

10. SEND and Vulnerable Pupils

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the individual pupil.

The school SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Similarly, the Pupil Premium Lead / Designated Lead for Looked After Pupils will evaluate the behaviour of vulnerable pupils and those who are recovering from trauma and will work with parents and external agencies to plan support.

11. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher or Governors will take appropriate action in accordance with this policy.

Please refer to our Safeguarding and Child Protection Policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings with receiving teachers.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff will be provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development. Staff will access training through whole school INSET sessions and external training for individuals from the Local Authority.

We will liaise with our local external agencies to provide behavioural support training for staff with pupils in their classes with emotional and behavioural needs.

Senior leaders and the SENCO are also available to support staff when necessary.

12. Monitoring arrangements

This Behaviour Policy will be reviewed by the headteacher and the Standards, Pupil Performance and Curriculum Committee annually.

13. Links with other policies

This Behaviour Policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Online Safety Policy

Appendix 1:

Behaviour Incident Report

Name: _____ Class: _____ Date: _____

What happened?

What were or are you thinking and feeling?

Who has been affected and how?

What do you need to feel better?

What needs to happen now and what can you do to make this happen?

Appendix 2

Emotion Coaching Example Scripts

Below are some example 'scripts'.

The key is to “**connect before you correct**” or in other words ensure the child’s feelings are validated, before setting the limits and suggesting ways forward.

Step 1: Connect (tune into the child’s feelings and your own)

Use the iceberg analogy to help you to look beyond the behaviour that you see.

What is the young person communicating through their behaviour?

What needs are and are not being met?

How might the young person be feeling? why? what might they be thinking? what do they need?

How is this making you feel and is there anything you can do or say to yourself to support you with these feelings?

Step 2: Acknowledge (Label and validate feelings)

Look for physical and verbal signs of the emotion being felt. Take on the child’s perspective; use words to reflect back the emotion and help the child to label that emotion.

“You seem angry to me” or sad, upset, fed up etc.

“You look kind of angry?”

“I can see you are angry.”

“The way you are feeling seems to be making you/ made you angry.”

“You’re angry about...”

“I can see that something’s not quite right – can you tell me about it?”

Affirm and empathise with the emotion, allowing time and space for calming down.

“I’m sorry that happened to you, you must have felt angry?”

“I would feel angry if that happened to me.”

“I understand why you are angry.”

“It’s normal to feel angry about that.”

“It’s ok to feel angry about that.”

“I know you’re feeling angry – I would feel the same too.”

Step 3: Limit setting

Separate emotion from the behaviour. Clarify what is an acceptable expression of emotion, and what is not. Allow time and space for calming down. These examples are primarily for younger children.

“.... It’s not ok to hit/ bite/ push/ shout at your friend.”

“.... Hitting is not acceptable.”

“.... The rules are that we don't hit people”

“.... We don't deal with by hitting our friends”

“.... You cannot hit people”

“.... hitting is not helpful.”

Step 4: Make a plan (problem solve and find solutions together)

Identify alternative, more appropriate/ productive ways of expressing and/ or managing feelings, behaviours and actions. Empower the child to take ownership.

“Let's think of what we could have done instead.”

“Can you think of a different way to deal with your feelings?”

“I can help you to think of a different way to cope.”

“Can you remember feeling this way before, and what you did?”

“Have you thought about doing this instead?”

“How did you handle it last time?”

“How can you get over this?”

“Can you remember what we discussed last time?”

Agreeing possible solutions and 'scaffolding' suggestions where appropriate.

“Try and do this next time you feel like this.”

“Let's decide what you will do next time you feel like this.”

“What do you think you can do better/ change next time?”

“Do you think doing that would be more helpful for you and others?”

“What could you have done?”

“This is what we can do instead.”

“How do you think you will react next time, or if this happens again?”

Appendix 3

KS2 Healthy Relationships Statement

Our school is a safe school. It is all of our responsibility to make sure this is true

- Everyone at our school has a right to feel safe and respected
- Boys and girls respect each other and have good friendships
- We do not hurt each other, and we understand that if someone does not consent to something then we must stop
- We do not make comments about other people's looks or bodies
- We do not talk about others behind their backs
- We do not listen to or spread gossip
- If we do not like someone's behaviour to us or someone else, we are brave enough to tell them and seek help from a trusted adult
- Our bodies are private, and no one can touch us without our consent
- It is not ok to stand by and watch when someone is behaving in a disrespectful way

We want our school to be a happy place

- We make our own decisions, based on what we know is right
- We can say no if we do not like someone's behaviour
- We feel strong when we say NO
- We feel confident in reporting a problem to a trusted adult
- We will never feel embarrassed about this or think that having a problem is our fault
- We can talk to someone or use our Worry Box, in class or online
- We can trust the adults at school to listen to us and take us seriously
- Their job is to keep us safe and happy

Inappropriate behaviour will not be tolerated in our school - we are proud and happy about this

Appendix 4

Name Calling Statement

Name-calling of any kind is a bullying behaviour

- It is verbal abuse
- It is not acceptable behaviour
- Children who name call have not learnt a simple and very important rule about living as part of a large school family: everybody has a right to be treated with kindness and respect
- When somebody abuses you or your family it makes you feel hurt, upset and angry
- That person is trying to take away your self-confidence
- Sometimes name calling may start as fun but it almost always causes distress and it often leads to more serious things happening, such as fighting

We will never tolerate verbal abuse at our friendly, polite school

Ways of dealing with verbal abuse:

- Do not name call back - this makes things worse
- Tell the person who called you a name "Do not be rude and offensive."
- Be assertive (speak clearly and firmly), but avoid being aggressive (never be threatening or place your hands on the other person)
- If you can manage it try not to show the other person that you are upset
- Tell a friend so that you have some support
- If it is silly behaviour try to ignore it, but if it continues tell a staff member or that it is happening
- Talk to your parents about it only if you feel you need their support
- Be proud of who you are
- Remember: it is the person who is calling you a name that has the problem, not you.

The school's response to name-calling

- Children who name call will miss their playtimes for a day
- If they continue to name call their parents will be called to the school to discuss their behaviour

Racial Abuse Statement

Racist name-calling is an offensive, bullying behaviour.

- It is verbal abuse
- It is not acceptable behaviour and will not be tolerated
- Calling someone a rude and offensive name is bad enough. Referring to a person's racial background when doing so makes it even worse
- All children are born equal whatever their gender, skin colour, racial background, religious beliefs or first language.
- Children who racially abuse others have not learnt a simple and very important rule about living as part of a large school family: everybody has a right to be treated with kindness and respect
- When somebody abuses you or your family it makes you feel hurt, upset and angry
- That person is trying to take away your self-confidence

We will never tolerate racial abuse at our friendly, polite school.

Ways of dealing with racial abuse:

- Do not name call back - this makes things worse
- Tell the person who called you a name "Do not be rude and offensive. You are being racist!"
- Be assertive (speak clearly and firmly), but avoid being aggressive (never be threatening or place your hands on the other person)
- Tell a friend so that you have some support
- Report to a teaching staff member exactly how you were spoken to
- Be proud of who you are.
- Remember: it is the person who is being racist that has the problem, not you

The school's response to racial abuse

- Children who name call will miss their playtimes for a day and write out this policy
- Their parents will be called to the school to discuss their behaviour
- We will keep a record of all racist name calling

Appendix 6

Bad Language and Swearing Statement

At St Elizabeth's Catholic Primary School, we have a 'zero tolerance' approach to bad language and swearing.

- It is not acceptable behaviour. There is nothing big, or cool about it. It is a crude and vulgar way of talking and we will not tolerate it in our polite, friendly school
- The English language contains such a large number of wonderful words and we expect children to express themselves by making good choices about the words they use
- Bad language and swearing is offensive. It is anti-social and it upsets others. Therefore, it will not be tolerated
- When others hear bad language or swearing, it makes them feel distressed, intimidated, or even scared. This is unacceptable
- All members of staff will challenge children who speak in this way
- Children who behave like this have not learnt a simple and very important rule about living as part of a large school family: everybody has a right to be spoken to in a polite and respectful manner

The school's response to swearing and the use of bad language

- Children who use bad language or swear will need to write out this statement and miss their playtimes for a day
- If they continue to use bad language or swear their parents will be called into school to discuss their behaviour

We will never tolerate bad language or swearing at our friendly, polite school.

Appendix 7

Physical Harm Statement

At St Elizabeth's Catholic Primary School, we have a 'zero tolerance' approach to physical abuse of all kinds, including: hitting, pushing, kicking, tripping, biting,

- Hurting someone physically is bullying and is unacceptable behaviour
- Your body is your own and no one has the right to touch you without your consent
- We use words to make ourselves understood. We never use our hands or feet to make our point
- Unacceptable tackling including slide tackles, pulling and pushing in games is not allowed.
- Everyone should be given enough personal space around their body so they feel comfortable and respected.
- Threatening someone physically or coming close into their personal space is a form of physical abuse and is unacceptable

How to deal with physical abuse

- Do not fight back. It makes things worse.
- Talk to a trusted adult right away

The school's response to physical abuse

- Children who hurt others physically will need to write out this statement and miss their playtimes for a day
- Their parents will be called into school to discuss their behaviour

We will never tolerate physical abuse at our friendly, polite school.

Appendix 8

Adverse Childhood Experiences (ACEs)














ACEs are traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as looked after children (LAC), children on the edge of the care system, and previously looked after, traditional behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner. Opportunities to build resilience, a pupil's emotional literacy and positive restorative conversations are constructive steps to build a connection with traumatised pupils.

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity.” (Young Minds, 2018).

ACEs can affect a child's learning and behaviour in the classroom.

Children with three or more ACEs are 5x more likely to have attendance issues, 6x times more likely to have behaviour problems, and 3x times more likely to experience academic failure.

Adverse Childhood Experiences 3 - 18 year olds with experience of:

Abuse & neglect at home	Living in care or being homeless	Parent & carer problems
 Sexual abuse  Verbal abuse  Physical abuse  Neglect	 Living in care  Homeless	 Domestic violence  Incarceration  Alcohol abuse  Drug use  Mental illness  Parental separation  Death

Impact of ACEs

Just like attachment, experiencing ACEs can have an impact on our future physical and mental health, and often ACEs can be barriers to healthy attachment relationships forming for children.

Some of the effects of ACEs on our physical and mental health are:

- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence;
- An increase in the risk of mental health problems, such as anxiety, depression, and post-traumatic stress. 1 in 3 diagnosed mental health conditions in adulthood directly relate to ACEs;
- The longer an individual experiences an ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.

Some of the other things exposure to ACEs can impact, are:

- The ability to recognise and manage different emotions;
- The capacity to make and keep healthy friendships and other relationships;
- The ability to manage behaviour in school settings;
- Difficulties coping with emotions safely without causing harm to self or others.

An ACE (or many ACEs compounded) can trigger a survival-mode response, causing a child's stress levels to physically escalate and diminish their ability to utilise adaptive strategies in the face of challenge or unknown.

In the classroom, this may look like a child exhibiting clingy or isolating behaviour, passive/quiet behaviour, frequent somatic symptoms like tummy aches, headaches, or fevers, regressive behaviours like bedwetting or baby talk, aggressive and/or mean behaviours, or "fight or flight" after a teacher gives a direction.

Appendix 9

Emotion Coaching

Emotion Coaching is a way of helping people, children and adults, to understand the different emotions they experience, why they occur and how to handle them. Adults tune into the child's emotion and give them guidance on how to cope with the feelings and what to do. This approach provides opportunities for learning and reflection and, over time, leads to improved internal self-regulation. Staff have been trained to emotion coach using the using the CALM approach:

CALM approach

Connect

- Tune in to the child's feelings and your own

Acknowledge

- Validate the feeling and label them. Name it, to tame it!

Limits (if necessary)

- Remind the child of acceptable/unacceptable behaviours

Make a Plan

- Problem solving and finding solutions!

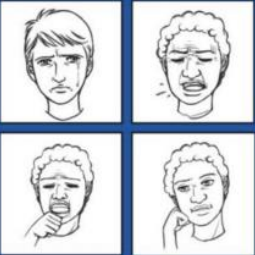

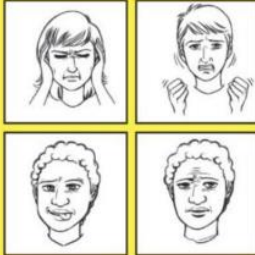
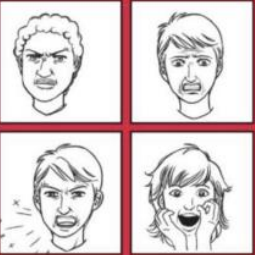
	STAGE	WHAT IT IS	EXAMPLES
C	Connect	Tune into the child's feelings and your own	Use the iceberg analogy to help you to look beyond the behaviour that you see. Think about how the child might be feeling, what they might need. Check your own feelings Co-regulate (model how to use calming techniques)
A	Acknowledge	Validate the feelings and label them. Name it, to tame it!	"You seem angry/sad/upset to me." "I can see that something's not quite right - can you tell me about it?" "I would feel angry if that happened to me." "You look like you are in the Red Zone."
L	Limit-setting	Remind the child of acceptable/unacceptable behaviours if necessary	"It's not ok to hit/push/bite your friend." "The rules are that we don't hit people." "Breaking things because you are angry is not acceptable." "It's not safe to do that."
M	Make a plan	Problem solving and finding solutions once the child is calm	"Let's think of what we could have done instead." "Try and do this next time you feel like that." "This is what we can do instead." Once this stage has been talked through, the child then makes reparations e.g, by saying sorry, clearing up mess.

Appendix 10

Zones of Regulation

All children are taught how to identify and manage a range of emotions through the Zones of Regulation programme. The Zones of regulation teaches regulation by categorising all the different ways we feel and states of alertness into four concrete coloured zones:

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them.

At St Elizabeth's, all children are taught about the different zones through PSHE lessons and assemblies. Visuals to support children to identify their emotional state are displayed in each classroom. The zones are revisited every September and children are adults regularly model to children how to use the zones to describe and regulate their behaviour and emotions.

Appendix 11

Classroom Plan for managing challenging behaviour

Before moving to the classroom plan adults should use the toolbox of non-confrontational strategies to get children on task. Using positive language and praise should be the focus.

A toolbox of non-confrontational behaviour management strategies

Strategy	How it works
Use praise	Use praise - it is your most powerful tool! When giving out worksheets, if a child says "Thank you." say "Thank you for using such lovely manners" See how many children will then start saying thank you. Praise the behaviours that you want to see. Make the praise explicitly linked to the behaviour that you see. When students are praised their brains release dopamine - they will want to do it again and again. Make sure that your praise is sincere - children will see straight through false praise.
Giving positive direction	Change instruction language to make it positive. Instead of "Stop speaking when I'm speaking." change it to "Face the front, silent voice, thanks." "Stop running" becomes "Walk quietly on the left, thanks".
Focus on students who are making good choices	Always look for and praise the children who are making the right choices and use specific praise with them. This does not mean that we ignore negative behaviours - keep an eye on them and praise the child when they start making the right choices.
Think about how best to praise individual children	Most children will thrive on public praise. Some might prefer a more subtle approach like: a nod, a smile, a thumbs up.
Expect compliance and act as if you will receive it.	Act with complete confidence that your instructions will be followed. Walking around the class is a good way of displaying confidence (you are sending the message that this is your territory). This is a non-confrontation approach and you should use "thank you" rather than "please". Once you have given the instruction with a "thanks", break eye-contact and move away and praise someone who is following the instruction - this gives the message that you expect the instructions to be followed.

A toolbox of non-confrontational behaviour management strategies

Strategy	How it works
Switch off the spotlight	If a child feels that they are in a threatening situation, their fight or flight response will kick in. If you feel that a situation is becoming confrontational, take a breath and give the appearance that you are moving on to the next thing.
Allow take-up time	Giving take up time will allow children to feel comfortable with complying with your instructions by not focussing on them. Break eye-contact and move away in order to 'turn off the spotlight'. Ignore secondary behaviours and praise children following the instructions.
Repeat instructions privately	Approach the child in a non-threatening way (praise children as you move - this allows take-up time). Quietly repeat the instruction to the child with a "thank you". As soon as they start making positive choices - use specific praise. This gives the message to the child (and the class) that 'You're safe with me.'
Use proximity praise	When a child is off-task, choose another neighbouring child who is following instructions and use specific praise for that child. It is likely that the target child will copy these positive behaviours and give you an opening to acknowledge their new choices.
Refocus with questions	If a child, or group of children, are off-task. Slowly approach them using proximity praise as you go. Ask a question (about hobby, TV show, sports team, etc) once conversation has begun, ask "Is there anything I can do to help with this?". If the answer is yes - great. If the answer is no then say, "Okay great, I will be back in a minute to see how you are getting on."

Classroom Plan


Give a rule reminder	A reminder of the three simple rules (Ready, Respectful, Safe). Delivered in private if possible. Use proximity praise first.
Ask the child to move seats.	If a child continues to disrupt others' learning ask them to move seats. "You are disrupting the other children's learning. I need you to come and sit and work here for a few minutes so that you can calm down." Once the child has calmed down, thank and praise them for calming down and working so well.
Give a choice	Give the child a choice. "You can choose to sit in your chair and do your work, or you can choose to do the work with me at playtime. I know that you will make the right choice." Try to say the word choice at least three times in in this interaction.
Ask the child to leave the room	As a last resort, ask the child to move to the corridor or partner class for up to 10 minutes. "You are disrupting my teaching and the other children's learning so I need you to leave the class so that you can calm down and the other children can carry on with their learning."
Call for SLT support	If a child is extremely disregulated or there are incidents of violence, racist or homophobic language call for SLT member to come and speak to the child concerned.

Appendix 12

Restorative Follow Up


If any adult has had to deal with a behaviour incident, they should have a restorative follow-up discussion with the children involved. The focus of these follow-ups is to educate the children about how they can improve their behaviour in school. The children should gain an understanding of: who has been affected by their behaviour, what they can do to 'put things right' and a strategy to do things differently next time the situation arises.


Question 1



Hurt someone


What happened?






Something different


Which school rule were you not following?




Was unsafe




Ready



Respectful




Safe




Damaged something


Question 2




Who has been affected?




Me




My family




Other children




Someone else




A friend



My class







A teacher











Community members












Question 3

What zone were you in?	What zone are you in now?
 <p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	 <p>Green Zone</p> <p>Happy Focused Calm Proud</p>
 <p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	 <p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

Question 4

 <p>What needs to happen to put it right?</p>			
 <p>Write a letter</p>	 <p>Tidy Up/clean something</p>	 <p>Make a plan</p>	 <p>Talk with someone</p>
 <p>Finish my work</p>	 <p>Something else</p>	 <p>Say sorry to someone</p>	 <p>Have thinking time</p>

Question 5

 <p>Get a fiddle toy</p>	 <p>Next time I could...</p>	 <p>I need help Ask for help</p>	
 <p>Go to a calm space</p>	 <p>Take deep breaths</p>	 <p>Count to 10</p>	 <p>Tell an adult</p>
 <p>Play with someone else</p>	 <p>Tell someone how I feel</p>	 <p>Walk away</p>	 <p>Something else</p>