

St. Elizabeth's Catholic Primary School



Behaviour Regulation 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 and are based on Catholic Social Teaching. These are the overriding principles to which the whole school aspires, together with our school motto, *"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 all children are empowered to keep themselves safe and healthy;
- where endeavour and excellence are encouraged and celebrated;
- in which cultural diversity is respected and valued;

We value worshipping and celebrating together, sharing our Christian witness and drawing strength from and serving our local parishes and the 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:	Full Governing Board
Status	Statutory
Review Cycle	Annual
Date written/last review	September 2025
Date of next review	September 2026

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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)

In keeping with the principles of Catholic Social Teaching, we respect the dignity of each child and adult. This Behaviour Regulation Policy is driven by our belief that all are unique and made in God’s image and likeness and has been written with this at the heart.

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 and consistent boundaries of acceptable pupil behaviour
- Implementing the behaviour regulation 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 with all staff and pupils

- Building positive relationships, developing a sense of belonging and embedding positive interactions with all pupils
- Ensuring that children complete the 'All About Me' proforma at the start of school year
- Use Restorative Approaches instead of punishments
- 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)

C onnect - tune in to the child's feelings and your own
A cknowledge - Validate the feeling and label them. Name it, to tame it!
L imits (if necessary) - Remind the child of acceptable/unacceptable behaviours
M ake 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.

To support children who repeatedly show emotional dysregulation there is a specialized 'ABCC' chart.

The purpose of an ABCC chart is to help us understand a child's behaviour. It can help to identify patterns of difficult days and times, possible 'triggers' and factors that might be maintaining the behaviour (i.e. reinforcing or rewarding it).

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 approach, providing the opportunity for anyone who is a victim of poor behaviour to be supported to be involved in the resolution with 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
- Positive Noticing
- Stickers
Values Awards in assembly
- Being sent to a senior teacher or the headteacher of 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.

A record of serious incidents is reported to our governing body as part of the headteacher's termly report. Racist incidents are reported to Achieving for Children.

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 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 Consequences for behaviour

7.1. 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 incomplete work to be completed at home, or at break or lunchtime if appropriate
- 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

- 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

Consequences may be given 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 (non-internet enabled only)

Smartphones are not permitted to be brought into school by children. Only children in Y6 who travel to and/or from school independently, are permitted to bring a non-internet enabled 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 SENCo 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 Regulation Policy will be reviewed by the headteacher and the Standards, Pupil Performance and Curriculum Committee annually. It will be formally agreed by the Full Governing Board.

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 Incorporating Restorative Approaches

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

Appendix 5

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's 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 may miss playtimes
- 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 may miss their playtimes
- Their parents will be called into school to discuss their behaviour

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