



Relational Behaviour Policy

Our School Mission Statement

Each one of us is unique

Each one of us is special

Because we are created by God's love.

May God's love shine on our lives

As we care and share and learn together.



Our Lady and All Saints
Catholic Multi Academy Company
Strong in Faith

This policy was approved as follows

St. Anne's Governing Body

Date: October 2025

Frequency of review:

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every two years. Should no substantive changes be required at that point, the policy will move to the next review cycle

Related documents:

- Equality and Diversity Policy
- Child Protection and Safeguarding Policy
- Mental Health and Wellbeing Policy
- Curriculum Policy (especially PSHE)
- Complaints Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Special Educational Needs Policy

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Section 1 – Why we do what we do

Why attempt to crush behaviours with punishment when you can grow better ones with love? Visible consistency with visible kindness allows exceptional behaviour to flourish

(Paul Dix - "When the Adult Changes Everything Changes")

Policy Aims

This policy aims to:

- Build on strong Catholic social teaching foundations concerned with human dignity, the common good, and the social dimensions of faith which guides believers on how to create a just and peaceful society grounded in Scripture and Church tradition.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the Catholic Church, OLAAS MAC and St. Anne's Catholic Primary school.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management, based on a trauma informed, relational Nurture approach, that is applied consistently to all pupils and yet reflects the needs of individual children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Policy Objectives:

- To provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment.
- To build a community which values kindness and empathy for others.
- To embed the 6 principles of Nurture;
 - children's learning is understood developmentally,
 - the learning environment offers a safe base,
 - the importance of nurture for the development of wellbeing,
 - language is a vital means of communication,
 - all behaviour is communication,
 - the importance of transitions in children's lives
- To provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.
- To underpin our Catholic beliefs with evidence-based practice and current research.

The approach:

We believe that a trauma informed, relational approach based on social catholic teachings and the 6 principles of Nurture is the foundation of positive relationships, resilience and lifelong learning.

The rationale:

At Our Lady And All Saints MAC and St. Anne's Catholic Primary School, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. If wellbeing is high, then children can reach their full potential. When children experience safety in their relationships they open up to new learning; it is therefore vital that wellbeing is placed at the foundation of our school offer.

We recognise that behaviour is a form of communication (Nurture Principle) and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners. Guided by the 6 Nurture Principles, we will focus on relational connection and regulation first. We will do this by putting relationships at the heart of our approach by truly hearing and responding to our children's voices, in order to create and foster a safe and happy environment where all feel secure and respected.

Being Trauma Informed:

St. Anne's Catholic Primary School is committed to ensuring that our ethos and culture is based on a Trauma and Mental Health Informed Approach which will protect our school community members – staff, children and parents – alike. There is a strong body of research on the impact of [Adverse Childhood Experiences \(ACEs\)](#) have on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build a school network of strong, positive, supportive relationships through training
- ensure children maintain the capacity to learn, despite difficult and recurrent events that may occur

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.

St. Anne's Catholic Primary School has embraced a wide definition of Adverse Childhood Experiences (ACEs) encompassed by any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. Day-to-day exposure to events such as divorce, loss of a loved one, physical or mental illness within the family, preparing for an exam or moving to a new house can be experienced as traumatic.

To achieve these aims we will:

- Ensure that our Catholic values and social catholic teaching is at the heart of all curriculum areas and every interaction held between stakeholders. Our school mission statement is the root of all approaches in school.
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.
- Create a culture of exceptionally good behaviour for life-long learning through a positive and safe school climate.
- Provide a nurturing environment, using PACE (Playfulness, Acceptance, Curiosity and Empathy) and restorative approaches to foster appropriate behaviour.
- Promote self-awareness, self-control and acceptance of responsibility for our own actions through explicit curriculum experiences.
- Ensure all staff have high expectations and maintain agreed boundaries at all times.
- Provide pupils with excellent role models.
- Create a school atmosphere which is consistent safe and caring.

Legislation, statutory requirements and statutory guidance

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.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork where the child's decision is based on defiance rather than understanding or a social / emotional concern
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical attacks on staff members where the child is not at a point of crisis
- Any form of bullying
- Sexual violence and / or harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Swearing, racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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

Bullying is, therefore:

- Deliberately hurtful

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

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

Section 2 – How we do what we do

Specific Roles and responsibilities

The Governing Body

The governing committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation. The LGC supports the Headteacher in ensuring all adults are adhering to the policy.

The headteacher

The headteacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure the recommended ways of working, rewards and sanctions are applied consistently to 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 relating to behaviour logged onto CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The leadership team

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

The member of staff who has the strongest relationship with the child is best suited to address the behavioural incident.

Leaders will:

- Meet and greet children at the beginning of the day on the gate and / or building entrances
- Be a visible presence around the school, especially at transition times
- Celebrate staff, leaders and children whose effort goes above and beyond expectations
- Model PACE and VRFs in their interactions
- Regularly share good practice
- Support staff in managing children with more complex distressed behaviours
- Regularly review provision for children who fall beyond the range of written policies

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.
- Build relationships through the use of emotion coaching, PACE, meet and greet and check ins.
- Adopting an attitude and culture of '*botheredness*' – the daily acts of care and genuine interest in children's lives that matter.
- Focusing on the values, rights and responsibilities of the school when establishing boundaries in conversation with children.
- Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms.
- Planning lessons that engage, challenge and meet the needs of all children. (Nurture Principle, children's learning is understood developmentally).

- Promoting intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seeking both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always reminding children about the expectations.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly on CPOMs
- Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's relational 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
- Ensure that school attendance doesn't negatively impact their child's ability to cope
- 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.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's mission statement and 6 principles of Nurture.
- 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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Managing behaviour relationally

At St. Anne's Catholic Primary school, we strive to demonstrate a Nurture approach to supporting social and emotional development and behaviour based on the following principles:

1. We understand **behaviour communicates unmet needs** and can **separate the child/young person from their behaviour**. We accurately assess and understand the pupils' needs by referring back to their IPPs, EHCPs etc.
2. We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. **We provide empathy as an anti-dote to shame.**
3. We understand that each developmental stage has a range of typical behaviours which provide opportunities for **adults to role-model and explicitly teach appropriate behaviours.**
4. We provide **containment, predictability and routine** to build a sense of safety in the emotional and physical environment.
5. We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting **a solution-focused approach to changing future behaviours.**
6. We keep in mind that we are the adults and the children are still growing, learning and developing. **Mistakes are part of the learning process** and we recognise that all of our pupils are at different stages of the developmental process. We don't make a judgement about it – instead we support and **guide our pupils to make appropriate choices.**
7. We seek to **restore relationships and change behaviours** rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management. We will achieve this through teaching around **The Zones of Regulation.**
8. In developing emotional development and self-regulating skills pupils can learn to improve their behaviour. **Learning new behaviour is a task**, just like learning to read or write.
9. Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences and training and experiential learning. Teachers and all other school **staff must be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how/why it impacts on their behaviour.**
10. In recognition of the rupture and repair cycle, all incidents will conclude with a **restorative conversation** with the member of staff in which the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained.

A relational behaviour policy is based on the knowledge that **behaviour is a communication of unmet need.**



Through the rupture – repair cycle, we provide children with the opportunity to learn from their mistakes.



As adults working with children, we recognise that we are in a privileged position of power and influence:

I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture, or an instrument of inspiration I can humiliate or humour, hurt or heal. In all situations, it is my response that decides, whether a crisis will be escalated or de-escalated and a child humanised or de-humanised.

(Haim Ginott - "The Learner's Dimension")

Recognition and rewards for effort

The best form of behaviour intervention acknowledges and enhances the positive.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are the hardest to reach. We promote a growth mindset when using praise by rewarding the process of learning; through interactions that identify the key skills and attributes that lead to intrinsic motivation, resilience and life-long learning. We will reward those children who demonstrate positive behaviours in and around school through verbal praise, stickers, stamps points and certificates.

Managing Negative behaviour

Step 1– Praise In Public and Remind In Private (PIP 'N' RIP)

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children classroom / teaching space / lunch room delivered privately to the child. The teacher / staff member makes them aware of their behaviour through use of PACE and gives them the opportunity to put it right.

Step 2 - The 30 second script (Emotion coaching):

The script then involves a conversation with the pupil that goes to redress their behaviour in the first instance. This will be undertaken at all levels. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with (state the behaviour you see in order to separate the behaviour from the child.)
- I am wondering if you are feeling...
- You know we have a ready/respectful/safe rule in the classroom. It was the rule about ... (lining up/bringing toys into school/allowing others to learn) that you broke.
- Do you remember when you... (did that really kind thing for...?)
- That is who I need to see today...
- When I come back in X minutes, I want to see your wonderful.... Thank you for listening • (Now walk away – remember to return at the given time!)

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour.

Step 3:

Child required to miss minutes of their playtime in order to reflect on their choices. This will be delivered by the adult that addressed the negative behaviour and will reflect the level of disruption or distress to others caused. A child may be required to complete a think sheet.

Step 4:

Where behaviour is repetitive and the steps above are not resulting in a positive change in behaviours, phase leader involvement will be sought. This will enable the child the opportunity to reflect on their choices with a member of staff in the team who can reinforce the key learning that needs to take place. It will offer the opportunity for professional reflection too to see if any further adjustments or advice is sought.

Step 5 - Restorative Conversations- to enable a child to repair the relationship.

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."
(Maya Angelou, 2015)

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place. Offer a postponement and some support if the child is not ready to speak: *'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?'* It is important that the reparation takes place with the member of staff involved in the incident, in order to complete the rupture – repair cycle. If a child is dysregulating regularly, then they will have an individualised plan. Strategies that help a child to regulate vary according to the child, in order to meet their individual needs.

Shining a light on the behaviour using a restorative approach.

Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions can will allow learning to take place:

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets/using a sand tray.)
2. Tell me if I'm wrong but I'm wondering if you felt a bit.....angry/frightened/scared etc.

3. I imagine that is really difficult to have those big feelings.... but it's not ok toand I can help you with that....
4. How do you think....is feeling?
5. How can we repair it?
6. Imagine if there were... (a way of putting it right/things you could do differently). What would they be?
7. The adult lends the child their thinking brain to problem solve and find an appropriate solution. Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents/events that are not relevant) and plan the conclusion. Use WIN (wondering, imagining, noticing.)

All staff will take responsibility for leading restorative conversations, Year group teams, Phase Leaders and SLT will support when requested.

Steps 4 and 5 will involve parental collaboration and will be logged onto CPOMs so behaviours can be monitored for patterns and frequencies.

Step 6 - Formal Meeting and Monitoring

Where a child continues to struggle with showing improved behaviours in school we will put in place further support structures to ensure they can improve – this will be a holistic approach by putting in wellbeing interventions alongside monitoring. Decisions to place children on any formalised behaviour monitoring should be taken by the class teacher in the first instance in collaboration with parents and a member of SLT. The extent of the monitoring should be subjective depending on the individual child.

Daily Positive Reporting

This will look to address persistent low-level disruption by praising the positive aspects of a child's behaviour in lessons, providing them with immediate target setting at the end of each day for the following day. This will look to improve the child's behaviour within two weeks. At the end of two weeks a decision will be made by all involved parties as to the best course of action.

A plan is put in place when less formal measures have not been successful in helping to improve a child's behaviour. The purpose is to promote social inclusion and help to reduce the need for fixed term or permanent exclusion. The effectiveness of the plan relies on identifying the underlying causes of the child's behaviours. The results of this mentoring session will be recommended to SLT and shared with parents as part of the plan meeting; these will then help to form the formal targets for the child's plan.

A child's behaviour may deteriorate before it improves when a plan is introduced; rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a plan for maximum success, especially with younger children. These formal monitoring systems ensure a child who is struggling to maintain acceptable levels of behaviour is given targeted support for a full half term before a plan is enacted. It may also be relevant to complete a Thrive behaviour assessment or a risk

assessment in order to unpick the triggers for specific behaviours and ensure the safety of the child and those around him/her.

More serious Behavioural Incidents

Where more serious behaviour incidents occur, we will look to deal with child consistently and subjectively in line with the incident and the individuals involved, with Class Teachers, Phase leaders and SLT, utilising their knowledge of the child and their discretion. Staff receive Team Teach training to learn de-escalation techniques as our primary response. If a physical intervention is required, staff are trained to use positive handling techniques in the form of caring Cs.

Suspension is not a decision which is taken lightly. Where possible, alternatives to suspension will be considered in the form of positive school community payback i.e. helping with a lunch club or activity, shadowing the child's chosen mentor, alternative arrangements for unstructured times of the school day. An internal exclusion will be given where possible over a suspension. Any decision to internally exclude a child must be made in conjunction with a member of SLT. Parents will be requested to attend a meeting with a member of SLT, Class Teacher and the child to agree outcomes and reflect on difficulties and successes. Where a child is suspended, consideration should be given to the appropriate level of monitoring required when the child returns to lessons.

For those with special educational needs and disabilities, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets (see IPP) and building in steps to success are key. External Support In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us. Agencies involved could include:

- School nurse – provides access to support the health of every child by triaging each case that is referred and referring to Child and Young People's Mental Health Service (CAMHS/SOLAR) – An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- Specialist Inclusion Support Service dedicated to providing in school advice and guidance in managing the needs of a specific child.
- Referrals e.g. paediatrician , educational psychologist.
- Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

This list is not exhaustive and the needs of the child will dictate which support is required. Parents will be informed and their views and consent sought should the school refer to one of the above agencies.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

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

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.

Section 3 – A behaviour ‘curriculum’ – ‘The Zones of Regulation’ to support children to self-regulate

At St. Anne’s Catholic Primary school Boxall Profile online is used as an assessment and target setting tool for children with more complex and persistent SEMH needs. This tool is used by teachers to recognise the areas of strength that each child has but also the areas of need. Following this assessment targets are set and intervention delivered.



Emotional Literacy and the Zones of regulation.

Self-regulation is something most humans continually work on, whether they are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place.

At St. Anne’s Catholic Primary school our emotional literacy curriculum is delivered consistently and self regulation strategies taught across the whole curriculum. The Zones of Regulation are displayed in every classroom with progressive vocabulary for each zone in order to improve children’s articulation.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, 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 some 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.

For children who need enhanced intervention in addition to our rigorous PSHE curriculum, skilled members of staff will complete emotional literacy activities targeted at their individual needs.

There are many strategies we can teach our pupils to help them self-regulate. The following are a few examples pupils should be able to select strategies from their toolbox to regulate their emotions:

- Wellbeing Checking In /coloured zones
- Breathing strategies
- Chill out area in the classroom
- Have a break
- Jump, bounce, squeeze
- Take a walk
- Social stories
- Listen to music

Section 4 – Monitoring – how we determine if this approach has a positive impact on behaviour

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Learning walks across school
- Behavioural incidents.
- Attendance, permanent exclusion and suspension
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the Governing body as part of the Headteacher's report.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Approved By:

Maria Salt
Daniel Linehan

Chair of Governors
Headteacher