



**St Ann's RC Primary School**

## **BEHAVIOUR AND RELATIONSHIP POLICY**

### Our School's Mission Statement

'We, the family of St. Ann's, rejoice in our learning; striving for excellence. We challenge ourselves, follow Jesus and empower each other to be the best we can be.'

**'LOVE, RESPECT, SERVICE.'**

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| <b>Date Approved by Governing Body</b>  |                            |
| <b>Date to be Reviewed</b>              | July 2027                  |

## **Introduction**

At St Ann's RC Primary School, we believe that belonging is central to building an inclusive and nurturing school community. This policy is rooted in the understanding that when children, young people, and staff feel that they truly belong, they are more likely to thrive - academically, socially, and emotionally.

A nurturing environment ensures that every member of our school community feels safe, valued, and supported. It allows strong, positive relationships to form - between children, between staff and children, and among colleagues. These relationships are the foundation of emotional wellbeing, resilience, and a secure learning environment.

We recognise that all behaviour is a form of communication. Behaviour is an expression of an underlying need - not the need itself. It is our responsibility, as members of staff and role models, to understand and respond to these needs with empathy, consistency, and high expectations.

When a child does not feel they belong, they may struggle to connect positively with others. This can impact not only their behaviour and learning but also their broader development. Our collective responsibility is to ensure that every child - and every adult - feels connected, respected, and part of the St Ann's RC Primary School community.

This policy sets out the principles, expectations, and strategies that support us in making belonging and nurture real in everyday practice.

## **Our Mission**

### **Love, Respect, Service.**

At St Ann's RC Primary School, we are inspired by the teachings of Jesus Christ to live out the values of **Love, Respect and Service** in all that we do. Guided by Christ's command to "love your neighbour as yourself" (Matthew 22:39), we treat one another with kindness, compassion and forgiveness. We show respect because every person is created in the image and likeness of God and is therefore worthy of dignity and care. Following Jesus' example, "I have set you an example that you should do as I have done for you" (John 13:15), we seek to serve others with humility and generosity. Through our words, actions and choices, we strive to build a happy, safe and inclusive Catholic community where everyone is valued, nurtured and able to flourish in faith and learning.

At St Ann's RC Primary School all adults, including governors, have the highest of expectations for behaviour. We place great emphasis upon consistency in rewards and sanctions. As a Catholic school, we operate within a climate of forgiveness.

We recognise positive relationships are essential for effective teaching and learning to take place and we believe that there is a direct correlation between the quality of relationships and good behaviour. The strategies we utilise in relationship building to support behaviour development promote this and reflect the values of our school. Furthermore, by placing high priority on this in school we believe we will achieve academic success and fulfilment for all.

At St Ann's RC Primary School, we recognise the significance of ACES (see Appendix 1) and the impact that trauma can have on our children's wellbeing. We appreciate that every child is unique and that their needs may vary over time. We are committed to understanding each child as an individual and adapting our approach to provide the support, guidance and challenge they need to succeed. By working in partnership with families and responding thoughtfully to children's social, emotional, behavioural and learning needs, we aim to create an environment in which every pupil feels safe, valued, respected and able to flourish.

## **Aims of this Policy**

- To support the children and adults at St Ann's RC Primary School to be happy, safe and learning
- To enable children to develop a strong sense of self-discipline and an acceptance of responsibility for their own actions
- To create and encourage an atmosphere of trust where all children feel safe at all times
- To recognise, reward and reinforce good behaviour within and outside the classroom
- To show tolerance and respect for all individuals
- To have consistent strategies used throughout the school
- To involve parents in the management of their children's behaviour
- To enable teachers to teach and children to learn without disruption

## **Our Core Beliefs**

At St Ann's RC Primary School, our approach to behaviour and relationships is grounded in the following key principles:

1. **We are called to love and care for one another.**

At St Ann's, we follow Jesus' command to "love your neighbour as yourself" (Matthew 22:39). We believe that positive, trusting relationships are at the heart of our school community and help every child feel safe, valued and able to flourish.

2. **We seek to understand before we judge.**

Every child is made in the image and likeness of God and has inherent dignity. We understand that behaviour is a form of communication and seek to understand the feelings, experiences and needs that may lie behind it.

3. **We believe in the God-given potential of every child.**

We believe that all children want to do well and can succeed with the right support, guidance and encouragement. Following Christ's example, we nurture each child's strengths and help them grow in confidence, responsibility and self-discipline.

4. **We help children feel safe, supported and understood.**

Just as Jesus welcomed, listened to and cared for others, we provide clear expectations, consistent support and a safe environment in which children can develop emotionally, socially and spiritually.

5. **We see mistakes as opportunities to learn and grow.**

We encourage children to reflect on their choices, take responsibility for their actions and learn from their experiences. Guided by the values of forgiveness, reconciliation and compassion, we support children to repair relationships and make positive changes.

6. **We work together as a community of faith.**

We believe that children thrive when school, family and the wider community work in partnership. Inspired by the words, "For where two or three are gathered in my name, there am I among them" (Matthew 18:20), we foster a culture of collaboration, mutual respect and shared responsibility. We also recognise the importance of staff wellbeing, ensuring that adults are supported to provide the care, guidance and encouragement that children need.

These principles place the emphasis on **human dignity, relationships, forgiveness, community and growth**, which are central themes of Catholic education.

## **Relationships**

The relationships we build with children and parents are essential to our school culture and behaviour management within the school community. Our relationship approach means that we can have restorative conversations after incidents. These help children to develop social and emotional skills for life.

We can support our children by:

- Being curious about what children's behaviour may be communicating in the context of their experiences and needs
- Being mindful and reflecting on the quality of our relationships with each other and them
- Thinking proactively about the interventions we put in place to support our children to learn self-regulation skills
- Observing, gathering and analysing information – to ensure our interventions are personalised, well informed and planned according to the needs of each individual
- Using the strategies in Appendix 2 to support development

## **Our Expectations**

As a school we are basing our behaviour system on the 3 expectations below:

- Be ready to learn
- Be respectful
- Be safe

At the start of the year, the staff will explore with the children (in a manner which is appropriate for their age and development) what these expectations mean. Staff will explicitly explain the different expectations and what these behaviours look like and mean. This may involve some modelling of different actions and behaviours.

| What would we expect to see if children are...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Being safe?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Being respectful?                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Being ready to learn?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"><li>• Safe hands/feet - not hurting others</li><li>• Moving around school calmly - No running inside</li><li>• Using equipment safely - no throwing</li><li>• Listening to instructions</li><li>• Picking things up off the floor</li><li>• Pushing in chair</li><li>• Using equipment correctly</li><li>• Sharing – taking turns / not snatching</li><li>• Using inside voice – not shouting</li><li>• Clear expectations during register and when an adult is speaking/giving instructions– voices off / eyes looking</li></ul> | <p>All spaces:</p> <ul style="list-style-type: none"><li>• Tone of voice</li><li>• Choice of words</li><li>• Body language</li><li>• Moving around school quietly.</li><li>• Listening to each other.</li><li>• Calm body/voice/tone.</li><li>• Respect people's personal space.</li><li>• Using appropriate &amp; acceptable language to others - no swearing or name calling.</li><li>• No banter/teasing each other</li><li>• Stay in seat while adults speaking.</li></ul> | <ul style="list-style-type: none"><li>• Active Listening:<ul style="list-style-type: none"><li>○ Eyes on the speaker</li><li>○ Lips closed</li><li>○ Listening ears</li></ul></li><li>• Body facing adult / eyes on the teacher.</li><li>• Resources ready: pencil, glue sticks, etc.</li><li>• Consistent routine - Children having ownership over this.</li><li>• Regulated.</li><li>• Use strategies that have been learned to support</li><li>• Appropriate noise level</li><li>• Using resources in class to support - visual timetable, working wall, dictionaries.</li></ul> |

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| <ul style="list-style-type: none"> <li>• Not swinging on chairs</li> <li>• Playground safely – equipment / strangers / walking with bikes – how to use bikes / trim trail</li> <li>• Lining up – respecting personal space, facing front, eyes forward, walking / holding door</li> <li>• Sitting: <ul style="list-style-type: none"> <li>○ on floor: legs crossed</li> <li>○ on chair: chair legs on the floor, feet flat on the floor</li> </ul> </li> <li>• Fire safety / fire alarm expectations – no running calm in line – no voices, eyes forward</li> <li>• Doors – opening / holding / shutting</li> <li>• Using different areas of the playground in the agreed way</li> <li>• Walking sensibly in classrooms and corridors - left side..</li> <li>• Right place, right time.</li> <li>• Following instructions 1st time.</li> </ul> | <ul style="list-style-type: none"> <li>• Speak to ALL adults the same.</li> <li>• Respect equipment, resources, building etc. - tidy up - take care of items.</li> </ul> <p>Classroom:</p> <ul style="list-style-type: none"> <li>• Active listening to who is talking - looking, waiting.</li> <li>• Turn taking - modelled by adults.</li> <li>• Sharing</li> <li>• Helping</li> </ul> <p>Hall</p> <ul style="list-style-type: none"> <li>• Hands up</li> <li>• Manners when getting dinner</li> <li>• Walking not running</li> </ul> <p>Outside:</p> <ul style="list-style-type: none"> <li>• Following the game</li> <li>• Turn taking</li> <li>• Respecting personal space</li> <li>• Sharing</li> <li>• Lining up - not running - arms still - walking to class</li> <li>• Calmly entering/exiting the building – hold the doors for others</li> </ul> | <ul style="list-style-type: none"> <li>• Following routines – talk partners/ my turn – our turn – your turn</li> <li>• Joining in with learning</li> <li>• Engagement - being able to respond to what's been asked.</li> <li>• Showing effort – particularly if it is difficult</li> <li>• Perseverance</li> </ul> |
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Following a period of observation, staff will identify any areas where additional development may benefit the class. These areas will then become the focus of targeted support and planned activities designed to explicitly teach and reinforce the desired behaviours. A class action plan will be developed and reviewed each term to monitor progress and respond to the evolving needs of the class. An example of a class plan can be found in Appendix 3

These desired behaviours along with other examples of behaviour expectations will be rewarded through:

- Verbal praise
- Class rewards

### Connection Time

At St Ann's RC Primary School, we believe that children thrive when they develop strong, trusting relationships with both adults and their peers. To support this, every class takes part in a weekly **Connection Time** session.

These dedicated sessions provide opportunities for staff and pupils to spend quality time together in a relaxed and enjoyable environment. Activities may include board games, drawing, creative tasks, team-building challenges and discussions on topics that are relevant and meaningful to the children.

Connection Time is an inclusive part of our weekly provision. Every child takes part because we believe that all pupils benefit from opportunities to connect with others. It is not a reward to be earned or a treat for selected pupils; it is a valued part of school life that reflects our commitment to ensuring every child feels they belong.

Connection Time is not a formal lesson. Instead, it is an opportunity to strengthen relationships, develop a sense of belonging and ensure that every child feels known, valued and connected within their class community. By building positive relationships with staff and classmates, pupils develop the confidence, trust and social skills that support both their wellbeing and their learning.

Children will be supported to follow the behaviour expectations using a range of strategies which include:

| Strategies to support behaviour expectations                                                                            |                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Seating of children<br>Claps<br>Positive praise – green dots<br>Distraction<br>Good organisation<br>Zones of Regulation | Safe spaces – regulation stations<br>Non-verbal cues<br>Positive language which identifies the correct behaviour<br>Be seen to be seeing<br>Pitching the work correctly – stage not age<br>' ..... Thank you'<br>Distribution of adults |

### **Responding to Behaviour**

Clear expectations, boundaries, and consistent responses are very important – they ensure that school is experienced as a predictable and safe place to be. Children know if they do X then adults do Y and this contingent reinforcement creates the sense of security that children need to learn and develop relationships with staff and each other.

While we maintain a shared understanding of expectations, we also recognise that some children may need additional time, space, or support to meet those expectations. Consistency does not mean identical responses - it means fair and attuned responses, informed by an understanding of each child's individual needs and developmental stage.

As a Catholic school, we believe that every child is deserving of understanding, patience and support. While we aim to help children reflect on their actions and repair relationships, we recognise that this cannot always happen immediately. Sometimes a child needs time to feel calm and ready before meaningful reflection can take place. By following the example of Jesus, who showed compassion and understanding to others, we respond with both consistency and care, revisiting situations at the right time so that children can learn, grow and make positive choices.

### **St Ann's RC Primary School Primary School Principles for Consistent Responses:**

- We respond to behaviour in a way which is logical and natural – if you drop litter, you pick it up; if you are rude, you apologise; if you don't do the work, you catch up; if you hurt someone, you repair the relationship.
- We respond according to what needs to be done to help the child to learn to behave differently and put things right.

- Behaviour and response are recorded so patterns can be understood and effective interventions implemented.
- We start afresh after behaviour has been responded to and the response has been completed.
- Responses should not involve taking away a previously earned privilege or any intervention time.

The developmental age and specific needs of the child will be considered when deciding an appropriate response. We recognise that a 'one size fits all' approach is not appropriate for our children. A plan, do and review approach will ensure children will not be given responses that impede their future learning. This will be closely monitored.

After a child completes lost learning or reflection time, it is important to repair and restore the staff-child relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour/reaction.

Staff must reassure the child that the inappropriate behaviour/reaction has been dealt with and that all parties will move on and start afresh.

### **Supporting Children to Regulate Throughout the Day**

Many of our children will have vulnerabilities that can impact their ability to self-regulate in school without proactive support from the adults around them. The following steps can help:

- Ensuring the child's basic needs are met (have they had food, drink and rest?)
- Use of Emotional Barometers (see Appendix 4)
- Use of Emotion Coaching (see Appendix 5)
- Regulating activities – e.g. sensory and movement breaks, relaxation exercises, going outdoors, regular physical activity/exercise
- Use of safe places for children and staff to go when they need support, calmness or reflection
- Use of consistent routines
- Adaptive teaching to meet individual needs

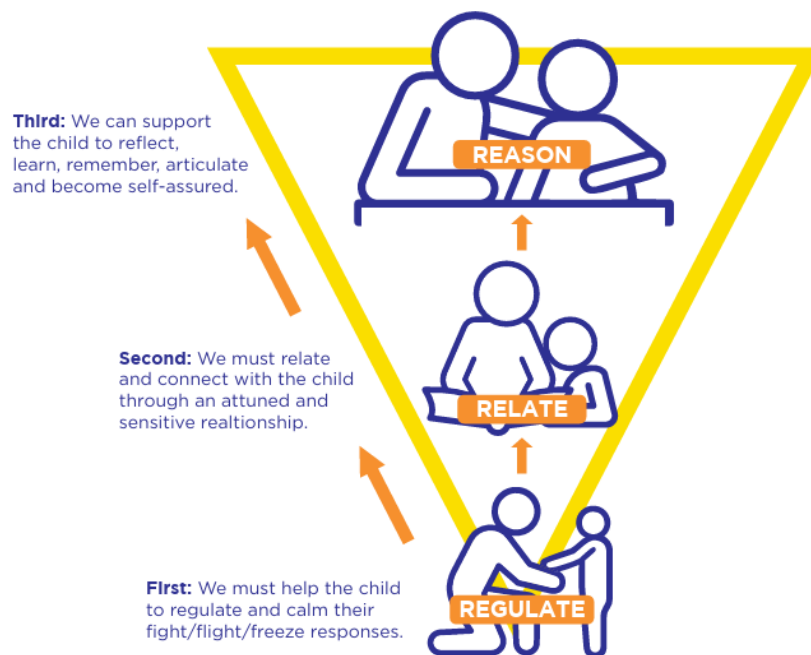
### **Undesirable Behaviour Strategies & Support**

As a Catholic school, we believe that every child is made in the image and likeness of God and should be treated with dignity, compassion and respect. We understand that, as children learn and grow, they may sometimes experience difficulties in managing their behaviour. Staff respond in a calm, supportive and consistent way, considering each child's age, stage of development, individual needs and circumstances.

Following the example of Jesus, we seek to guide rather than shame. Any conversations about behaviour are carried out discreetly and respectfully, helping children to understand the impact of their actions, repair relationships and make better choices in the future. We view these moments as opportunities for learning, growth and reconciliation.

We recognise that every child develops at their own pace and that positive behaviour changes often happen gradually over time. Through patience, encouragement and high expectations, we support children to grow in responsibility, self-discipline and respect for others, helping them to become the person God calls them to be.

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



### What We Do When Behaviour Escalates

At these times, our aim is to:

- keep the child and those around them safe,
- co-regulate with the child,
- de-escalate the situation,
- address the underlying reasons for the behaviour,
- repair any ruptures in relationships
- and support the child to get back to learning.

To do this, we draw on Bruce Perry's Model, using the 4 R's (Regulate, Relate, Reason, Repair)

#### **Regulate**

Firstly, we regulate ourselves as adults. This means:

- We take a breath.
- We don't take it personally.
- We are calm to create a sense of safety and order.
- We model the behaviour we expect.
- We seek support if we are feeling overwhelmed and unable to offer a regulating response.

#### **Then we co-regulate the child by:**

- Keeping a calm tone of voice and non-threatening body language.
- Telling them what you do want them to do rather than what you don't want them to do.
- Using language that shows acceptance (of the underlying distress), empathy, curiosity, and reaffirming boundaries.
- Increasing their access to key adult/safe adult.
- Allowing time and space for the child to regulate – bearing in mind it can take 30 minutes for a distressed child to reach a more regulated state.

## **Relate**

Ensure that during incidents, we remain physically and emotionally present for the child. This may mean that we need to pull in extra support from other staff to support the class, or to involve the key adult for the child.

## **Reason**

Before we move into reasoning with a child and responding, we must first ensure that we have met the regulation and relational (connection) needs of the child then they can fully engage in the process of learning in response to their behaviour.

Once they are in a state of calm, and in a more open and engaged state, we can engage them into thinking about what occurred. At these times, we want to support them to reflect on what happened.

When we are discussing incidents with children, it is vital the incident is dealt with in a non-judgemental way. For positive communication we use empathy, curiosity and restorative questions. When discussing behaviours/reaction we refer to the health and safety and the impact the situation may have had on all involved.

Staff will avoid speech which could lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the child's self-esteem and wellbeing and can escalate situations/incidents.

## **Repair**

Relationship ruptures are inevitable. Firstly, we always take the initiative as adults to repair any ruptures in relationships. Reparation means repairing relationships, or 'making good' in some way.

We believe that our children should always be given the opportunity to repair a relationship or situation. We are showing children that it is possible to put things right.

Even children with complex difficulties can be supported to repair; this will look different for each learner. We can't make assumptions about what children feel. Unresolved difficulties can make children very anxious and this can cause behaviours to escalate or become habitual.

Ideally children should be supported by an adult they trust. Ways to support a child to repair can be to use visuals such as 'sorry cards', drawing pictures, acts of kindness etc

## **Weekly Record**

We want the children to be the best they can be at St Ann's RC Primary School, in high school and as adults. The Weekly Record (see Appendix 5) is an important aspect in developing the support an individual child may need to thrive in your classroom and should be viewed as a positive step forward in that journey.

Acknowledging persistent low-level behaviours is not a sign of weakness; tolerating persistent low-level behaviours is never the best course of action for any child's long-term chance of success.

| Positives                                                                                                                                                                             | Support                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Celebrate success</li><li>• Support improvements</li><li>• Build relationships</li><li>• Help children to develop regulation skills</li></ul> | <ul style="list-style-type: none"><li>• Focussed targets</li><li>• Check-ins through the day</li><li>• Dail/weekly updates to parents</li><li>• Loss of independent unstructured time</li></ul> |

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| <ul style="list-style-type: none"> <li>• Preparation for high school and adulthood</li> </ul> |  |
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## **Transitions**

**What is a transition?** - A transition is any point during the school day when children move from one activity, place, routine or expectation to another.

Effective transitions help children feel safe, settled and ready to learn.

Consideration should be given to points of transition as these are likely to be points of stress for our children.

The following steps can help:

- Ensuring that information and plans are shared effectively between new settings/staff
- Where a key adult is not going to be available for their assigned child or there are unexpected changes in staffing or routine, efforts are made to communicate this to the child and to support them in managing this separation and change of plan
- If there is an ending in a child's relationship with a key adult, making sure that efforts are made to ensure that the child has a thoughtful and managed 'goodbye'
- Where a child is leaving school, school staff will ensure that they have a positive and planned ending

To guide our children the following practical strategies can be helpful:

- Use of visual aids
- Time spent with new class and staff
- Support for parents/carers to ensure a consistent and collaborative approach with the aim of reducing anxiety and stress for parents/carers so that this feels containing and positive for children

## **Learning Plan**

If the child is likely to become highly dysregulated to the extent that they are in crisis and posing a risk to themselves or to others, they should have a clear and accessible Support Plan (Appendix x) in place explaining what staff may need to do at points of crisis.

Appropriate effort should be made to share plans across school where this is in the best interests of a child, to support others to work in an effective way and with consistency.

## **Significant Adaptations**

Some of our children may require an adjusted day. When significant adaptations are made to a child's school day, we communicate with the parents/carers and other relevant external agencies.

## **Roles and Responsibilities**

All staff have a role in helping children to develop an understanding of their emotions and strategies that they can use to manage their emotions, particularly at times when these emotions can feel over-whelming. Developing strong relationships form the core of this work.

The Headteacher and Senior Leadership Team will support all staff to develop their understanding of emotions, behaviour management, the impact of ACEs through ongoing staff CPD.

Governors have a strategic role in promoting appropriate behaviour. As part of this role, every two years, the governors will review their 'Statement of General Principles with Regard to Behaviour'. This will be taken into account when reviewing practice in school and the relationship policy.

### **Special Educational Needs**

At St Ann's RC Primary School, we recognise that some children may require additional support to help them thrive socially, emotionally and behaviourally. Where appropriate, children may be identified as having additional needs and placed on the school's Additional Needs Register.

In partnership with the child, parents and carers, class teacher and SENDCo, an Individual Support Plan will be developed to identify strengths, areas for development and agreed targets. Guided by our Catholic values of **Love, Respect and Service**, support strategies will be tailored to meet the individual needs of the child and help them experience success. The plan may include personalised targets, supportive interventions, recognition of achievements and agreed approaches to help the child make positive progress. These plans will be reviewed regularly to ensure that children receive the care, guidance and encouragement needed to flourish and reach their full God-given potential

If difficulties continue, the support of external agencies, including the educational psychologist, may be sought. In complex cases of emotional and behavioural difficulties, an application may be made for statutory assessment by the local authority who will decide whether or not a child needs an EHC plan (education, health and care plan) to outline their additional needs and the special provision which needs to be in place for them.

### **Support for Staff Accused of Misconduct**

Support for staff will come from the SLT and the head, the governing body and the school community. Access to counselling through the LA will also be sought as appropriate. The school and LA policies on 'allegations against staff' will be followed. This means that a referral will be made to the LADO and the process will be followed. Please refer to the relevant documents.

### **Malicious Accusations against School Staff**

A child who has been found to have made a malicious allegation will be considered within our behaviour guidance and may receive a sanction or a fixed term exclusion, whichever is the most appropriate in the circumstances.

### **Child on Child Abuse/Violence**

Our approach to child-on-child violence is explained within the different behaviour categories. Further information about child-on-child abuse/violence can be found in the Child Protection and Safeguarding Policy.

### **External Agency Links**

School staff work closely with other professionals to ensure appropriate support is in place for children with social, emotional and behavioural needs. Other agencies that St Ann's RC Primary School work with include: Independent behaviour consultants, Child and Adolescent Mental Health Services (CAMHS) and the Educational Psychology Service (EPS). Within school, therapeutic interventions (ELSA and School based counselling) are in place to support children with ongoing social, emotional, mental health and behavioural needs.

## **Use of Physical Intervention**

All members of school staff have a legal power to use physical intervention. Proportionate force can be used to prevent children from hurting themselves or others, from damaging property or from causing disorder. Whilst any member of staff can use physical intervention, there are also members of staff in school who are trained in safe holding techniques to deal with any serious incidents.

At St Ann's RC Primary School, we endeavour to support our children by de-escalating potentially difficult situations, spotting triggers and preventing conflict wherever possible. There may be times however, when staff are required to physically intervene. The decision to use physical intervention depends on individual circumstances, risk to children, staff or property. We are mindful of each child's individual needs and steps are taken to reduce the likelihood of physical intervention wherever possible. **Using physical intervention will be a last resort.**

Circumstances where physical intervention may be used:

- To keep child safe
- To restrain a child at risk of harming themselves or others
- To remove disruptive children from the classroom.
- To prevent children leaving the classroom or building, where allowing them to leave would risk their safety.
- To prevent a child from attacking a member of staff or another child.
- To stop a fight in the playground.

Parents/Carers will be informed of serious incidents involving the use of physical intervention and a detailed record will be kept in school on CPOMS.

## **Suspensions & Permanent Exclusions**

Suspension and / or Permanent Exclusion may be used when a child's actions or behaviour endangers other individuals or when non-compliance leads to an unsafe situation.

Endangering other individuals may include the use of objects / weapons / body parts (including spitting at / on someone) to hurt others

Suspension and / or Permanent Exclusion is never taken lightly or in the heat of the moment. It is the decision of the Headteacher (or Deputy Headteacher in her absence) and the relevant facts are fully investigated before a decision to suspend or permanently exclude is taken.

## **Screening & Searching Children**

Screening and searching of children is conducted in line with the DfE's latest guidance. Please see the Screening and Searching Children Policy for further information.

## **Children's Conduct Outside the School Gates**

Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate children's behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may address issues in behaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school

- Wearing school uniform or in some other way identifiable as a child at the school.

The teacher may also address issues in behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the school.

This policy should be read in conjunction with the following policies:

- Child Protection and Safeguarding Policy
- Screening and Searching Children Policy
- Allegations against Staff Policy
- Suspensions and Exclusions Policy

List of Appendices:

1. Understanding ACES
2. How to Create Supportive Relationships
3. Emotion Coaching
4. Weekly Plan Record

# STRESS & EARLY BRAIN GROWTH

## Understanding Adverse Childhood Experiences (ACEs)

### What are ACEs?

ACEs are serious childhood traumas - a list is shown below - that result in toxic stress that can harm a child's brain. This toxic stress may prevent a child from learning, from playing in a healthy way with other children, and can result in long-term health problems.

#### Adverse Childhood Experiences can include:

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect
6. Mother treated violently
7. Household substance abuse
8. Household mental illness
9. Parental separation or divorce
10. Incarcerated household member
11. Bullying (by other child or adult)
12. Witnessing violence outside the home
13. Witness a brother or sister being abused
14. Racism, sexism, or any other form of discrimination
15. Being homeless
16. Natural disasters or war

#### Exposure to childhood ACEs can increase the risk of:

- Adolescent pregnancy
- Alcoholism and alcohol abuse
- Depression
- Illicit drug use
- Heart disease
- Liver disease
- Multiple sexual partners
- Intimate partner violence
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies

### How do ACEs affect health?

**Through stress.** Frequent or prolonged exposure to ACEs can create toxic stress which can damage the developing brain of a child and affect overall health.

Reduces the ability to respond, learn, or figure things out, which can result in problems in school.

Lowers tolerance for stress, which can result in behaviours such as fighting, checking out or defiance

Increases difficulty in making friends and maintaining relationships

Increases problems with learning and memory, which can be permanent

Increases stress hormones which affects the body's ability to fight infection

May cause lasting health problems

**A Survival Mode Response** to toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority. In other words:  
**"I can't hear you! I can't respond to you! I am just trying to be safe!"**

## **Appendix 2**

| <b>How To Create Supportive Relationships</b>                 |                                                            |                                              |
|---------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------|
| Teach the child not just the curriculum                       | Each day is a new day                                      | Don't take yourself too seriously            |
| Believe in them                                               | Earn respect rather than expect it                         | Create a safe environment                    |
| Know their names                                              | Be authentic                                               | Develop and cultivate compassion             |
| Know something about them                                     | Don't take yourself seriously                              | Say the "hard things"                        |
| Show you're interested in them as people not just as students | Care about their welfare                                   | The small things are the big stuff           |
| Smile frequently                                              | Share your favourite film or band                          | Ask questions                                |
| Be warm                                                       | Make time or you'll make excuses                           | Set boundaries                               |
| Unconditional Positive Regard                                 | Brag about them outrageously to others                     | Step in without being asked                  |
| Respect & support interests                                   | Every child needs a champion                               | Know when to dial it back                    |
| Do show and tell with adults and children                     | Never use sarcasm                                          | Give consistently, receive occasionally      |
| Be real for your learners                                     | There is always more than one perspective                  | You create the weather in your classroom     |
| Be interested in them as people Consistently kind             | Intention and attention is key                             | Welcome diversity                            |
| Say good morning                                              | Tone of voice is important                                 | Be supportive                                |
| Be at the door to welcome them into the classroom             | Talk about your own kids / children you have taught before | Initiate conversations                       |
| Take a genuine interest in them                               | Share a pen or pencil                                      | Honesty is key                               |
| Let them know a little about you                              | Say goodbye at the end of the day                          | Follow through and do what you say you'll do |
| Engage with them during break time                            | Always preserve rewards                                    | Compliment                                   |
| Greet students as they arrive at the gate and classroom door  | Show interest in their interests                           | Say thanks                                   |
| End the day on a good note (no grudges)                       | Have a sense of humour                                     | Laugh                                        |
| Care about them                                               | Mutual respect                                             | Be present                                   |
|                                                               | Open communication                                         | Be their biggest cheerleader                 |
|                                                               | Be approachable                                            | Let go of the past                           |
|                                                               |                                                            | Check in regularly                           |

|                                                                        |                                           |                                        |
|------------------------------------------------------------------------|-------------------------------------------|----------------------------------------|
| Have lunch with them                                                   | Be reflective                             | Be willing to learn from each other    |
| Kick a football around the playground with them                        | Smile from your heart                     | Remember important dates               |
| Skip / play games with them                                            | Catch them at their best                  | Don't judge                            |
| Seek to understand rather than to blame                                | Positive phone calls / messages home      | Separate the behaviour from the person |
| Listen with the intent to understand rather than the intent to reply ( | Have high expectations                    | Treat them fairly                      |
| Aim to learn something new about them each day                         | Show empathy (not sympathy)               | Laugh with them                        |
| Remember their birthday/special interest                               | Look out for their sports teams' results  | Learn to apologise                     |
|                                                                        | Actively listen and then listen some more |                                        |

## Appendix 3: Emotional Coaching

### What Is Emotion Coaching?

Emotion coaching is helping children understand the different emotions they experience, why they occur, and how to handle them. In the simplest terms, we can coach our children about emotions by comforting them, listening and understanding their thoughts and feelings, and helping them understand themselves. As we do this, our children will feel loved, supported, respected, and valued. With this emotionally supportive foundation, the adult will be much more successful at setting limits and problem solving.

### A Three-Stepped Approach

#### Step 1 - Emotion Coaching Scripts: Empathise, Validate, and Label

A good emotion coaching script will include empathising with the child validating the emotion being expressed and verbally labelling the emotion to help develop emotional intelligence.

- I can see you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.
- I can see that you are frowning and kicking the wall and you're expressing loads of energy. I would be feeling like that if I didn't want to do something.
- I noticed you looking around at the others who are working on their project. I think you might be feeling a bit nervous at the moment. Your work might not be okay. Have I got that right?

#### Step 2 - Setting Behavioural Limits Scripts

Once you have empathised validated and labelled the emotion may be necessary to set some boundaries and limits remember just because you're accepting the emotion you do not have to accept the behaviour

- These are the rules that we all have to follow doing that is not okay

- We can't behave like that, even though you're feeling annoyed because it's not safe
- You didn't put the ball away as we agreed
- You're probably angry that you can't play with Billy now because you have to stop now

### **Step 3 – Collaborative Problem-Solving with the Child Scripts**

Finally, problem solve. The problem-solving approach should be tailored to the child's developmental and emotional needs. At times, you may need to provide clear solutions; at others, offer guided choices or encourage the child to suggest their own ideas. Always consider the child's cognitive ability and current emotional state when deciding how much support to provide during Step 3.

- This isn't a safe place to be angry. Let's go to a safe place and we can talk.
- Next time you're feeling like this, what could you do?
- How do you think you will react if this happens again?
- You need to sit next to Emma in front of me which do you want to do?

### **Why Emotion Coaching Improves Behaviour**

Emotion coaching is about responding to children when their feelings to a low level of intensity which reduces the need for children to escalate their emotions and behaviour and provides more optimal time to teach children about emotions.

When children receive emotion coaching from an early age, they develop self-soothing skills and are more likely to remain calm during strong emotions. Emotion coaching supports building resilience and emotional regulation, which are vital for their wellbeing and learning.

Emotion coaching does not involve disapproval of children's emotions so there are fewer points of conflict. At the same time, there are clear limits about inappropriate behaviour - children know the rules and the consequences of breaking them.

Emotional coaching creates a strong bond between adults and children - so children are more response to their requests and feel respected and valued.

It is important not to dismiss children's emotions. Common ways emotions are dismissed include:

- Offering advice prematurely
- Asking why a child acted a certain way
- Telling a child not to worry
- Shifting the focus to your own experiences
- Jumping straight into problem-solving without acknowledging feelings
- Taking sides instead of listening to the child's perspective
- Using distractions to avoid addressing emotions

When emotion coaching, you focus on the child's emotional experience by:

- Considering how the child might be feeling
- Reflecting on similar situations you have experienced
- Helping the child find the words to describe their feelings

You may respond by asking:

- Did that make you feel \_\_\_\_\_ when \_\_\_\_\_?
- Were you feeling \_\_\_\_\_ when \_\_\_\_\_?

- It sounds like that made you feel \_\_\_\_\_

You may also respond by reflecting how you would feel in a similar situation.

- That would make me feel \_\_\_\_\_ too
- It makes me feel \_\_\_\_\_ when \_\_\_\_\_ happens also

Avoid asking why - often they will have no idea or not have the words to describe the reason they are feeling a certain way

#### **Appendix 4 - Weekly Record**

The Weekly Record is an important phase in developing the support an individual may need to thrive in your classroom and should be viewed as a positive step forward in that journey.

Acknowledging persistent low-level behaviours is not a sign of weakness; tolerating persistent low-level behaviours is never the best course of action for any child's long-term chance of success.

If a child is demonstrating persistent disruptive behaviours or crisis behaviours, class teachers should consider use of the Weekly Record to monitor behaviours and, crucially, identify triggers more readily. This should not be viewed as a 'last resort' or a negative step. The Weekly Record:

- Can be used for a short period of intensive monitoring or may support a child on a longer-term basis.
- Offers the opportunity to give a child a high level of positive feedback on a session-by-session and week-by-week basis.
- Strengthens communication between parents and school, and with senior leadership within school.
- Allows the child to focus on up to three specific targets for improvement in their behaviours – strengthening their ability to discuss their behaviour using more precise vocabulary than they might otherwise. The number of targets will depend on the age and cognitive ability of the child.
- Develops a child's self-awareness, so that they might respond to reminders / guidance more readily.

The decision to place a child on a Weekly Record should be discussed with the phase leader and/or SENDCO so that they maintain an awareness of persistent behaviours within the phase.

- A meeting with the child and their parent(s) should determine the first targets, with the option to modify the record to include home–school recording if negative behaviours are consistent between the two. The child should work on the same targets until they can be considered consistently met, at which point new targets should be agreed in a review meeting with parents.
- Achievement against targets agreed should be discussed at the end of each session. This provides a good opportunity for a positive discussion frequently throughout the day and is an essential component – it should not be the case that the record is completed at the end of a morning or full day, nor that the record is only referred to where an incident has occurred.
- The targets set should be specific and seek to support some aspects of the child's recurrent behaviours. Feedback, session by session, should be specific to progress against these

targets and should avoid general coverage e.g. if other matters have arisen within the session.

- At the end of each day, the total points earned across the day should be totalled and bonus points awarded, where appropriate.
- At the end of the week, a review of the week should be carried out with the child and they should have the opportunity to discuss their weekly record with the phase leader or senior leader and to claim their reward sticker/certificate if appropriate.
- Incidents which occur within the period of monitoring using the weekly record should also be recorded on the agreed log system to maintain an accurate view of whole school behaviour patterns.
- Weekly records should be passed to the phase leader for analysis, each week.
- If a child's behaviour resets following a period of weekly monitoring, the class teacher and phase leader may agree to remove the child from the weekly record and manage behaviour within the policy.
- If a child's behaviour does not demonstrate rapid improvement once the weekly record has been implemented, the class teacher and phase leader should consult with SLT for a period of observation and advice.
- Where appropriate, the writing of a Risk assessment & Management Plan may be necessary. Again, the phase leader and SLT will support this process, but it is the responsibility of the class teacher to seek the s

## Escalation and Scripts

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reminder</b>           | <p>Gentle encouragement, a 'nudge' in the right direction (use child's name where possible, child level, eye contact, deliver message)</p> <ul style="list-style-type: none"> <li>• A reminder of the expectations 'Ready, Respectful, Safe' delivered privately wherever possible.</li> <li>• Repeat if necessary using the same language.</li> <li>• Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.</li> <li>• Praise should be given if the learner is able to model good behaviour because of the reminder.</li> </ul> <p>Suggested script: Name of child, this is a reminder that we need to always follow our school rules of being ready/respectful/safe. You now have the chance to make a better choice. Thank you for listening.</p> <p>Example: (child is running) Name of child, this is a reminder that we need to be safe. please walk. Thank you for listening.'</p>                                                                                                                                                                                                                    |
| <b>Escalation</b>         | <p>After reminders about following the school rules of being ready, respectful, and safe, if a child continues to choose not to follow them a further reminder may be required. This reminder may take the form of a conversation or a move within the classroom to another space whilst they adjust their behaviour back to how it should be. The child should always be supported to make the right choice.</p> <p>Example: 'Name of child, I have noticed that you are finding it difficult to be ready for learning today as you are distracted. If this continues, I will have to ask you to complete your work in your own time either at break or at home. Yesterday, you were ready to learn and completed all your work. Let us try again now as I know you can do this.</p> <p>Or</p> <p>Name of child, I have noticed that you are finding it difficult to be ready for learning today as you are distracted. If this continues, I will have to ask you to complete your work for the remainder of this lesson in another space. Yesterday you were ready to learn and collaborated well with your partner. Let's try again as I know you can do this.</p> |
| <b>Further Escalation</b> | <p>If the behaviour continues (at the same point or during the rest of the morning/afternoon session) the issue can be escalated, and the child should be issued with a time out. This should be in 5 minutes increments and a sand timer used as a visual reminder.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>KS1 – the time out should occur in the same room/class next door/SLT office.</p> <p>KS2 – the time out should occur in the same room, class next door, Phase Leaders room or SLT office.</p> <p>Playground: time out on the bench/chair– no standing against the wall/fence</p> <p>Classroom: Child's name, I noticed you are still not following our behaviour rules of ready/respectful/safe as you have chosen to [noticed behaviour]. As I have spoken to you about this several times, you now need to [go and sit on your own / go and sit with the other class / go and sit in the courtyard / go to the SLTs office] for five / ten minute. In this time, you need to reflect on your behaviour and how you can begin to make good choices as you did previously. We will need to talk when you return at the end of your [five/ten] minutes.</p> <p>Playground: Like the above except, Child's name, you now need to go and sit on your own on the bench / chair for a chance to step out for five/ten minutes</p> <p>A child should be escorted to the office in the following cases:</p> <ol style="list-style-type: none"> <li>1) the child has demonstrated a serious behaviour (hurt others or themselves, tried to leave the premises, been verbally abusive towards others)</li> <li>2) the child needs to come away from the playground to calm down</li> </ol> |
| <b>Use of Language</b> | <p>At St Ann's, our approach to behaviour and relationships is rooted in our Catholic ethos and the belief that every child is created and loved by God. We are called to treat one another with dignity, compassion and forgiveness, reflecting our school values of Love and Respect.</p> <p>Consistent language and clear boundaries help children understand expectations and make positive choices. Our shared rules — Ready, Respectful and Safe — provide a clear framework for discussing behaviour.</p> <p>Staff should remain calm, professional and respectful at all times, avoiding phrases such as <i>"kicked off,"</i> or <i>"lost it"</i></p> <p>Behaviour should be described factually and without judgement, focusing on the behaviour rather than labelling the child.</p> <ul style="list-style-type: none"> <li>• Conversations about behaviour should, in the first instance, be conducted by the member of staff responsible for the class or group.</li> <li>• Staff should discuss the behaviour that has occurred, linking it to our values of Love and Respect and our rules of being Ready, Respectful and Safe.</li> </ul>                                                                                                                                                                                                                            |

- Children should be supported to understand how their behaviour may have affected others and how they can make a positive choice or repair the situation.
- Staff should not discuss a child's behaviour in front of them or in the presence of other children in a way that may cause embarrassment or undermine their dignity.
- Staff should not take a child to another member of staff simply to recount or discuss their behaviour in front of them.
- Any necessary professional conversations about a child should take place privately and respectfully.

At St Ann's, we recognise that behaviour is a form of communication. Through our words and actions, we seek to model Love and Respect while maintaining clear and consistent boundaries so that everyone can be Ready, Respectful and Safe. Our aim is not simply to address inappropriate behaviour, but to support every child to learn, reflect, repair relationships and grow into the person God calls them to be.

