Behaviour for Learning Policy

2025 – 2026

Catshill First School & Nursery

This policy is reviewed and updated by Clair Yarranton and is approved annually by the Local Governing Body.

This policy has been written as a trauma informed school with guidance from Catherine Gordon (Knowledge Change Action Ltd.) This policy has been written with reference to evidence and guidance from the following documents:

DfE (2024) Behaviour in Schools, Advice for headteachers and school staff
EEF (2019) Improving Behaviour in Schools
Paul Dix (2017) When the Adults Change, Everything Changes
Kuypers, L (2011) The Zones of Regulation
anti-bullyingalliance.org.uk

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In collaboration with

Contents

Pupils are happy at Catshill First School. This is a friendly school with kindness at its heart. The motto 'where individuals matter' is evident everywhere. There is an ethos of valuing everyone. Ofsted 2022

Our Intent

At Catshill First School and Nursery, we are a nurturing community that challenges all to succeed. We are committed to creating a calm and supportive environment where relationships are at the heart of everything we do. We aim to create a culture of high standards, clear rules (expectations) and strong values, where pupils can learn and feel safe. We understand the importance of teaching pupils to be proactive citizens, both now and in the future. This policy is one of the key systems in place to support safeguarding. All staff are aware of their responsibilities, see KCSIE Part One

We understand that teaching pupils about physical and mental health, self esteem and their ability to self-regulate is a priority. At Catshill First School and Nursery we aim to provide a clear, consistent and calm approach to promoting positive behaviour and self image. We understand that some pupils will start school with developmental gaps in their learning with regards to self-regulation and will provide opportunities for second chance learning. We are all members of a community and interlinked and therefore it is important for everyone to learn about how each of our behaviours can impact on others.

In order to create an ethos where all members of the school community work hard to promote positive learning behaviours, we aim to work in partnership to develop strong relationships with pupils and families. Our school core expectations form the foundations for all that we do.

Catshill First School and Nursery Core Expectations:

Our Aims

*To build a community which values kindness, respect, safety and readiness.

*To foster positive caring attitudes towards others.

*To encourage a calm and purposeful learning environment for all.

*To encourage a culture of promoting and modelling positive behaviours and strategies to manage emotions.

*To ensure that all members of the school community; staff, parents, governors, volunteers and any other stakeholders adhere to the principles of this policy in the best interests of the pupils.

The Essentials

For us to achieve our aims, we believe that it is essential for all involved in school life to follow the same principles and systems. There needs to be a consistent approach to providing support for pupils to manage their emotions.

*Consistency is key. A whole school approach will ensure that the pupils understand what is expected of them. Some adaptations may be necessary in order to support individual needs. Staff will respond appropriately in the moment, taking into account knowledge of individuals. Consistency will provide important signals of safety and further embed the school core expectations.

*Pupils are seen as individuals who will progress at different rates and this is true in relation to behaviour as well as areas of the curriculum, physical development etc. Whilst we will always refer to our school core expectations, we understand that pupils are unique and have differing needs.

*We believe that positive recognition of learning behaviours is more powerful than criticism. Staff in school will purposefully 'notice' pupils who are following our school core expectations and will 'Praise in Public' (PIP). We understand that not all pupils will respond positively to public praise and will ensure that we use other visual cues to praise these pupils.

 *Where pupils may find it difficult to show our school core expectations, they will be spoken to privately 'Reprimand in Private' (RIP). We will address unacceptable behaviours when the pupil is regulated and able to be part of a restorative conversation, offering time to make amends where possible.

*We will support pupils to develop the ability to self regulate and build independence through our Zones of Regulation and PSHE sessions. We will introduce vocabulary around emotions as appropriate to the age and stage of development alongside visuals to assist pupils in their understanding.

RIP/PIP - *taken from Paul Dix 'When the Adults Change, Everything Changes' 2017*

Our School Community and Practice

Catshill First School and Nursery is committed to educational practices which Protect, Relate, Regulate and Reflect.

'The culture is set by the way the adults behave' Paul Dix, 2017

We strongly believe that relationships are built through a whole school culture of family and nurture. We will work hard to build relationships with our families and ensure that every child has access to an emotionally available adult in school. We understand that safe adults may be needed to support pupils through co-regulation, offering advice in a calm and non-judgemental environment.

'Positive relational experiences doesn't mean happy happy ones; rather it means meeting the child in pain and meeting the child in joy' Professor Allan Schore, Neuropsychoanalyst

As relationships are central to learning, the well-being and the development of self-regulation and self-esteem along with developing relationships with pupils, families, staff members and wider stakeholders is the first priority of all members of Catshill First School and Nursery. Relationships are the strongest buffer we can provide to prevent stress being experienced as toxic and the most important resource for promoting recovery from trauma.

See Appendix 1 - Relationships Policy

Zones of Regulation

-The Zones of Regulation is a curriculum that helps pupils gain skills in consciously regulating their actions and behaviours when feelings may become overwhelming. We all continually work on self-regulation although we may not always be aware of it. We all encounter trying circumstances that may test our limits and by recognising when we are becoming dysregulated, we are more able to do something about it.

-At Catshill First School and Nursery our implementation of Zones of Regulation sessions along with PSHE sessions are carefully considered, planned and delivered. As we understand that pupils will be working at different developmental stages with regards to self regulation, we offer strategies and tools to support individuals. Some of these include breathing techniques, sensory tools or feel good/movement breaks. Every classroom will have a regulation station with familiar tools that pupils can access when needed throughout the day.

There are four zones which can be compared to traffic lights:

- When we see a green light we are ready to go (or learn in school)
- When we see an amber light, we see caution or are more aware (have some control in school but in a more heightened state of alertness)
- When we see a red light we need to stop (feeling of intense emotions and must pause and take some time to regulate in school)
- When blue we are not ready to learn and need to re-energise or rest

Blue	Green	Yellow	Red
Sad, feeling ill, tired, bored, exhausted, shy	Ready, calm, good, happy, focused, relaxed, content	Nervous, excited, frustrated, annoyed, overwhelmed, confused, silly	Angry, aggressive, out of control, terrified, mean, terror

-All of the zones are natural to experience, Zones of Regulation sessions aim to teach pupils how to recognise which zone they are in and manage their emotions based on their environment. There may be different expectations for different environments, for example expectations in the playground and the library may differ when feeling excited. It may be easier to manage this emotion outside in an open space and therefore in the library, a break may be needed or support from an adult with advice and strategies. It is important to know the different strategies and tools available, visual prompts and advice from adults can support this.

Responding to the behaviour of pupils with Special Education Needs and/or Disability (SEND)

As a school with a culture of consistently promoting high standards of behaviour, we understand the importance of supporting all pupils to achieve and thrive both in and out of the classroom. We understand that creating a calm, safe and purposeful environment will benefit pupils with SEND. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review support in place. As a school we understand that behaviours exhibited may need to be considered in relation to a pupil's SEND although not in all cases will unacceptable behaviours be connected to their SEND. See SEN Policy

Individual incidents will be reviewed and monitored carefully, taking all relevant information into account. Likely triggers of misbehaviour will be anticipated where possible and steps put in place in order to reduce the likelihood of core expectations not being adhered to.

See appendix 2 - Graduated Approach to Behaviour

Roles and Responsibilities

All staff

*Demonstrate unconditional care and compassion consistently to all.

*Build strong relationships with pupils and their families so that pupils can see that the key adults in their lives share a common aim and understanding of behaviour.

*Reinforce and model core expectations and build positive relationships.

*Create a calm, safe, purposeful, happy, positive learning environment with clear boundaries of acceptable behaviour.

*Reinforce and model corridor, classroom, lunchtime expectations.

*Respond predictably and promptly to behaviours, reprimanding in private (RIP) or praising in public (PIP) where possible.

*Respond to misbehaviour fairly and with consistency, in a proportionate manner so that pupils know with certainty that not adhering to our school core expectations will always be addressed.

*Utilise Epraise (school communication system) to log behaviour points and demerits.

Teaching Staff/Teaching Assistants

*Take time to welcome pupils and families at the start of each day.

*Take time to notice something different, new, interesting about the pupils in their class.

*Work as a class/phase team to regularly use opportunities to teach pro-social behaviour and social skills, modelling these in practice.

*Communicate regularly with parents/carers to keep them informed - face to face, phone calls, Epraise.

*Utilise Epraise (school communication system) to log behaviour points and demerits.

Senior Leaders

*Are responsible for ensuring that all staff have training and understand how to put the behaviour for learning policy into practice, this will be monitored and staff will be held to account if policies are not upheld.

*Ensure there is a representation at the school gates every morning and afternoon to meet and greet families.

*Be a visible presence around the school, particularly at lunchtimes and transition times, ensuring interpersonal interactions promote a sense of safety.

*Celebrate staff and pupils, not only those that do their role well but also those who go above and beyond expectations.

*Carry out regular learning walks to support, coach and model expectations of behaviour from the Relationships and Behaviour for Learning Policy.

*Carry out pupil, staff and parent surveys in order to monitor with an objective lens and from multiple perspectives.

*Ensure staff training needs are identified, targeted and prioritised.

*Ensure that new staff are inducted clearly into the school's behaviour culture to ensure they understand the core expectations and how best to support pupils to participate in creating the culture of the school.

*Support staff in managing the needs of pupils with more complex or challenging behaviours through a structured approach of intervention and support.

*Utilise and monitor Epraise (school communication system) to log behaviour points and demerits.

Behaviour Leader

*To monitor the behaviour of pupils in school accurately, using a range of strategies to plan for the future.

*To use the Epraise system for data capture, monitoring and objectively analysing data regularly.

*To keep up to date with current research and developments and disseminate in school.

*To carry out staff/pupil/parent surveys.

*To carry out case studies of key pupils.

*Has completed the National Qualification in Leading Behaviour and Culture (NPQLBC).

Governors

*To make a positive contribution to the development and monitoring of school policy.

Pupils

*Will be made aware of school core expectations and supported to achieve school behaviour standards in order to create a calm, safe and purposeful environment. .

*Will be taught that all emotions are okay but some behaviours are not.

*Will be encouraged to take part in restorative conversations and given time to make amends if unacceptable behaviours are shown.

*Will be encouraged to wear our school uniform with pride.

Parents/Carers

*To build strong relationships with staff in school so that pupils can see that key adults in their lives share a common aim.

*To encourage pupils to value the opportunities provided at Catshill First School and Nursery.

*To be aware of school core expectations and support/reinforce this at home by building and maintaining positive relationships with staff in school.

*To take part in conversations with staff in order to be kept up to date about the progress of their child/ren in school.

*Where appropriate parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions.

We pride ourselves on our links with parents and encourage parents to contact us if there are any concerns or if support is needed with their child's behaviour at home. Where appropriate, school will liaise with outside agencies to gain support and advice.

Strategies for Promoting School Core Expectations and Positive Behaviours

*Regular reminders of school core expectations and monthly values.

*Regular values assembly

*Regular Values Council meetings - values certificates awarded in assemblies.
See appendix 3 - Catshill First School and Nursery Values

*Public praise when pupils follow school core expectations 'well done you are showing that you are ready because you are looking at me and you have followed my instructions.'

*Use of E Praise (school communication system) to award points for showing core expectations, use of stickers, certificates, verbal praise, messages home to parents.

*Weekly celebrations assembly

*Assistant Head/Head Teacher stickers.

*Zones of Regulation and PSHE sessions carefully planned and delivered.

*Involve pupils in creating Regulation Stations/class charters.

*Positive reinforcement 'well done, the safest way is to walk, thank you for using a quiet voice.'

*Be aware that some pupils will need more time or individualised support/adjustments in order to be able to follow school core expectations. This may be due to their age and stage or additional needs (SEND). All staff will follow *Steps to Supporting Behaviour, see appendix 4.*

*Use emotion coaching when opportunities arise, in order to provide pupils with strategies to cope with difficult emotions should they feel a similar way again in the future.

See appendix 5 for further information on Emotion Coaching.

Potential sanctions for Unacceptable Behaviours

We understand that maintaining a positive culture emotions can be difficult to manage and that behaviour is a form of communication. We recognise and accept all emotions but cannot accept behaviours that are unsafe, uncooperative or unkind. There may be a natural consequence to behaviours such as missing part of an activity or social time or arriving for

lunch later / earlier than normal. Unacceptable behaviours will be recorded on epraise and reported to parents/carers.

Other potential sanctions to encourage pupils to stop and think about behaviours:

*Thinking time

*Missed social time

*Phone call home

*Structured conversation with parents/carers

*Removal from classroom (Internal Suspension)

-Staff will only remove pupils from a lesson/learning environment once other strategies have been attempted and proven unsuccessful, unless the behaviour is so extreme as to warrant immediate removal.

-The length of time that a pupil is removed from the classroom will be decided with regard to age and stage and will be recorded on Epraise.

-Parents/carers will be informed on the same day of the removal from the classroom.

Pupils may be removed to:

-Ensure a calm, safe, purposeful environment if the pupil is being unreasonably disruptive

-Allow the disruptive pupil to continue their learning in a managed environment

Following an internal suspension, pupils will take part in a restorative conversation with member/s of staff before returning to class and will be reminded of school core expectations.

Staff will consider an alternative approach to behaviour management for pupils who are frequently removed from class, and a Regulation Plan/One Page Profile/Risk Reduction Plan will be implemented, if not already in place.

See appendix 6 - planning templates

*Fixed term suspension

-The decision to issue a fixed term suspension is never taken lightly. It is an extreme measure and can be for repeated patterns of behaviour or a one-off incident. A fixed term suspension can be used where internal suspensions and interventions/support have shown to be ineffective.

-Parents/carers will be called into school to meet with a member of the senior leadership team and to take their child home for the agreed suspension period. Parents/carer will receive a letter outlining the reason/s for the suspension and rights to appeal the decision.

Reintegration

- Following a fixed term suspension, parents/carers and pupil will be invited to a reintegration meeting with a member/s of the senior leadership team and any other identified staff members. Pupils will be reminded of school core expectations before returning to class.

*Permanent Exclusion

-For repeated, or a one off, very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Should the Headteacher issue a permanent exclusion, the Chair of the Governing Body Suspension Committee is informed and issued with related paperwork.

-The decision to permanently exclude a pupil is a very serious decision and takes careful consideration. Only the headteacher can make the decision to permanently exclude. In some cases, the Headteacher may decide to impose a five-day fixed-term suspension pending investigation and, once these have been completed, the headteacher may then decide that the incident warrants a permanent exclusion.

-There will be exceptional circumstances that the Headteacher may decide to permanently exclude a pupil for a "one off" incident – These include but are not limited to;

*Serious actual, or threatened violence against a pupil or member of staff

*Vandalism/serious damage to property

*Sexual assault/abuse

*Supplying an illegal drug

*Carrying an offensive weapon

When a pupil is involved in a criminal activity, the headteacher will consider whether to notify police. Under certain circumstances the police will be contacted (arson, theft, possession of a weapon, sexually inappropriate behaviour, vandalism and physical assault.)

In the event of a Permanent Exclusion, we will follow Spire Trust Suspension and Exclusions Policy.

See appendix 2 Graduated Approach to Behaviour

Managed Move

A managed move is used to initiate a process that leads to the permanent transfer of a pupil to another mainstream school. Managed moves should be voluntary and agreed upon with all parties involved, including the parents and the admission authority of the new school. A managed move can be used as an alternative to a permanent exclusion.

Physical Restraint/Holding

As we endeavour to prepare pupils at Catshill First School and Nursery for life with a justice system, there may be occasions when staff need to physically support a child in order to prevent them from hurting themselves or others, damaging property or causing serious disruption. This would be done as an absolute last resort and by a trained member/s of staff. Staff will use de-escalation strategies from Team Teach training where possible before a physical restraint is used. Any restraints will be recorded and reported to parents. A risk reduction plan will be put in place, agreed with parents/carers and referred to / adapted if and when needed after each physical incident.

Prohibited Items

Items identified as prohibited items, could create unacceptable risks to all in school. In some instances, the police will be contacted. Prohibited items in school may include but are not limited to:

*Fire lighting equipment: Matches, lighters, etc.

*Drugs and smoking equipment: cigarettes, tobacco, cigarette papers, electronic cigarettes (e-cigs/ vapes), alcohol, solvents, any form of illegal drugs, any other drugs, except prescription medicines accompanied by a medication form, completed and signed by a parent or carer.

*Weapons and other dangerous implements or substances: Knives, Razors, Catapults, Guns (including replicas and BB guns), Laser pens, Knuckle dusters and studded arm bands, Whips or similar items, Pepper sprays and gas canisters, Fireworks, Dangerous chemicals.

*Other items: Liquid correction fluid, chewing gum, caffeinated energy drinks, Offensive materials (i.e. pornographic, homophobic, racist, etc.), Aerosols including deodorant and hair spray, any other toys which are deemed hazardous.

There may be other items that will need to be confiscated that the headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment.

Search and Confiscate

-Staff members may use common law to search pupils, see Searching, Screening and Confiscating, with their consent, for any item, including their pockets, rucksacks and classroom trays. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

-Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item, including items above, but not limited to these items without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

-A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority pupils's social care services. Designated safeguarding lead or

deputy lead will be involved if a referral needs to be made. See [KCSIE Part 1](#) and [Working Together to Safeguard pupils](#)

-Searches will be conducted, wherever possible, by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

-Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

-Following a search, the headteacher or another senior leader will contact the parents/carers to advise them of the procedures which were undertaken.

-A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item, there may be items not listed that will be confiscated if the headteacher has decided items to be detrimental to maintaining high standards of behaviour and a safe environment.

- Staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

-The age and needs of pupils being searched or screened will be considered by staff members. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

-If the pupil is in possession of illegal items, the police will be called for the removal of the item(s).

-Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

Mobile Phones

Pupils are not usually permitted to bring mobile phones into school. If a child has brought a phone into school, it should be taken to the school office to be stored securely until the need of the school day.

Leaving school grounds

If a pupil leaves school grounds, a member of staff will attempt to follow at a safe distance but will not chase after them as this can put the pupil in further danger. The police will be called to alert them of the emergency situation and parents/carers will also be informed immediately.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

*Taking part in any school-organised or school-related activity (e.g. school trips)

*Travelling to or from school

*Wearing school uniform

*In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

*Could have repercussions for the orderly running of the school

*Poses a threat to another pupil or member of the public

*Could adversely affect the reputation of the school

Anti-Bullying - What is bullying?

'Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out'. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood.' (Anti-Bullying Alliance).

Child on Child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

Bullying behaviours can include but are not limited to:

• An imbalance of Power: Young people who bully use their power-such as physical strength, access to embarrassing information, or popularity- to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

• Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

• Physical aggression, such as hitting, kicking, taking or damaging possessions.

• Verbal aggression, such as name calling (e.g. about size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose) threatening comments, insults, remarks, teasing, spreading rumours, sending nasty notes or making nuisance calls.

• Electronic or cyber bullying, such as the sending of inappropriate text messages and electronic messaging through websites or social media.

• Indirect social exclusion, such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or their family.

If a pupil is doing something to another that they do not like, we encourage the use of the word "STOP." It makes it clear that the person does not want it to continue in an assertive manner. Aggression and retaliation should never be encouraged and will result in sanctions for both pupils.

Bullying is something that happens Several Times On Purpose and pupils should Speak-out Tell One Person.

Appendix 1

<u>**Relationships Policy**</u>
At Catshill First School and Nursery we are invested in supporting the very best relational health between:
Parent and child
Child and child
Child and school staff
Parents/Carers and school staff
School staff
School staff and Senior leads
School staff and external agencies
Local communities

Catshill First School and Nursery is committed to educational practices which **P**rotect, **R**elate, **R**egulate and **R**eflect.

<u>**PROTECT**</u>
"The culture is set by the way the adults behave" (Paul Dix, 2017)

Our priority with any child in school is to ensure safety first. It is the foundation on which everything else depends: the ability to learn without fear and without the fear of being shamed in order to relate to others, engage in learning and play. By PROTECT, our focus is not only on the physical environment, but the relational environment and the very culture and values of our school community. It requires emotionally regulated adults who can provide essential co-regulation for a child when they are overwhelmed by an event, a situation or their feelings.

<u>So what does PROTECT look like at Catshill First School and Nursery?</u>
- Increased 'safety cues' in all aspects of the school day. For example; A member of senior management meeting and greeting at the school entrance at the start and end of the day alongside teachers and support staff welcoming pupils with a fresh start at the beginning of each lesson.
- School staff being trained in 'PACE' modes of interaction (Hughes 2015): being warm, empathic, playful and curious (proven to shift pupils out of flight/fight freeze positions).
- Staff being trained in Emotional coaching so they can support pupils to regulate strong emotions in the moment through acknowledging and validating them, acting as a co-regulator, setting boundaries and supporting pupils to problem solve so that they know how to cope next time the situation arises.
- School staff to ensure that interactions with pupils are socially engaging and not socially defensive, in order to decrease chances of pupils relating defensively.
- A whole school commitment to cease using harsh voices, shouting, put-downs, criticisms and shaming. Praise in Public (PIP) / Reprimand in private (RIP)
- Restorative follow up to behaviour that harms in order to ensure it is used as a learning opportunity and that ruptures in relationships are quickly repaired.
- Embedding pedagogic interventions/attachment games/Zones of Regulation sessions to help staff get to know pupils better on an individual basis e.g. 'I wish my

teacher knew...2 box (LKS2) (what matters to them, who matters to them, their dreams, hopes). This is key to enabling pupils to feel safe enough to want to talk, if they so wish, about painful life experiences, which are interfering with their ability to learn or quality of life.
- All vulnerable pupils have access to at least one named emotionally available adult, and these pupils know when and where to find that adult. If the child does not wish to connect with this adult then an alternative person is found.
- School staff adjust expectations around vulnerable pupils to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised pupils in a kind and non-judgmental way where necessary from situations they are not managing well. The aim will then be to include them again as soon as possible.
- Provision for pupils of a clear, confidential and non-shaming system of self referral for help/talk time.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagement rather than defensiveness.

RELATE
"Positive relational experiences' doesn't mean 'happy happy ones'; rather it means meeting the child in pain and meeting the child in joy" (Professor Allan Schore, Neuropsychoanalyst)

The ability to form meaningful relationships is fundamental to mental health and happiness. We can only truly develop ourselves through relationships with others. The development of ourselves and our relationships can happen in the school environment through repeated positive relational experiences with an emotionally available adult.

So what does RELATE look like at Catshill First School and Nursery?
- All school staff trained in emotional coaching and in relating to the four key relational needs for secure attachment: affect attunement, empathy, soothing and containment.
- A whole school commitment to enabling pupils to see themselves, their relationships and the world more positively, rather than through the lens of threat, danger or self blame.
- Relational opportunities for vulnerable pupils with emotionally available adults at school to enable them to make the shift from 'blocked trust' not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

REGULATE
"Emotional regulation flows naturally from being in the presence of someone we trust"
(Bonnie Badenoch)

Self regulation describes the ability to adjust their level of alertness and how they display their emotions through their behaviour to attain goals in socially adaptive ways. (Bronson, 2001). In other words, self regulation is the ability to do what needs to be done to be in the optimal state for the given situation. This includes pupils being able to regulate sensory needs, emotions, impulses and behave in a socially appropriate way. At Catshill First School we understand that pupils can not learn to self-regulate without access to an emotionally available adult to co-regulate with them. pupils who have developmental gaps in their

capacity to self-regulate will be provided with opportunities for second chance learning in this key area.

So what does REGULATE look like at Catshill First School and Nursery?
- Daily check-ins and referral to 'Zones of Regulation' strips and displays.
- Regular interventions (planned or impromptu) designed to bring down stress levels in vulnerable pupils, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical or mental illness, now and later in life.
- Nurturing and support that aims to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally regulating and playful, enriched adult-child interactions.
- The emotional well being and regulating of staff is treated as high priority in order to prevent burn out, stress related absence or feeling undervalued, blamed or shamed. We recognise the importance of staff well-being in order for the needs of all of the community to be met and therefore support change of face where needed.
- Designated staff only spaces.

REFLECT

"Reflection is more than just noticing what one feels…; it's an effort to make sense out of feelings" (Hauser et al, 2008)

Reflecting is about having conversations with a child that support their emotional and mental health. This facilitates a child to make sense of their life, to develop a language for their emotions and a coherent narrative that makes sense of what they feel. It supports them to understand their thoughts, feelings, bodily sensations and reactions. In making sense of their experience with the support of an emotionally available adult, who helps them communicate their underlying feelings, they can identify new options and strategies forward with both their hopes and difficulties. Reflection allows pupils to change what they feel and believe about themselves; editing the story they have told themselves about their lives.

So what does REFLECT look like at Catshill First School and Nursery?
- Staff educated on the art of good listening, dialogue, empathy and understanding.
- PSHE informed by current research on mental health and relationship health
- Curriculum content to enable pupils to make informed choices about how they choose to treat their brains, bodies and minds now and in the future.
- A behaviour policy, which is based not on punishment, sanctions and isolation, but one that models enquiry, resolution and interactive repair.
- Zones of Regulation, Emotion Coaching and Restorative Conversations are all used to give pupils the opportunity to reflect on their emotions and behaviour and develop a more positive narrative about themselves, thereby promoting self-esteem and recovery from trauma.

Appendix 2
Graduated Approach to Behaviour

Stage	Examples of behaviour	Possible sanctions	Next steps for staff
1	Swinging on chair Interrupting/calling out Not being on task Ignoring instructions Running inside the school building Silly noises Pushing in line Rough play at playtime/lunchtime	Quiet reminder Verbal warnings Non-verbal signals Change of seating / place in line	*Class teacher to respond to all stage 1 behaviours. *In class behaviour system to be used to support with stage 1 behaviours - follow Steps to Supporting Behaviour
2	Persistent stage 1 behaviour Rudeness - verbal harm to others Swearing Disruption that affects the learning of other pupils Damaging property Leaving class without permission Harmful/offensive name calling Continuous rough play at playtime/ lunchtime	Missed minutes of playtime either with the class teacher or other identified adult **(Maximum of 5 mins)** Time out in another classroom/outside of classroom with work **(Up to a maximum of 15 mins)**	*Class teacher to log demerit on Epraise, following A,B,C model to identify triggers and communication. *Class teacher to follow Steps to Supporting Behaviour in order to look at next steps and review provision in place. *Class teacher to inform parents of persistent stage 1 behaviour or stage 2 behaviours. *Playtime/ lunchtime incidents to be reported to the class teacher by those on duty. *If pupil has evidence of stage 2 behaviour 3 x or more in a half-term - structured conversation to be organised with class teacher/TA and parent/carer - action plan devised with parent/carer and pupil.
3	Persistent stage 2 behaviour Throwing objects with intent to harm Harming others resulting in first aid treatment Continued or more serious challenge to authority Stealing Targeted behaviour towards the same child repeatedly Repeated refusal to follow instructions Highly offensive remarks to others	Sent to member of SLT Loss of playtimes/ lunchtimes time with member of SLT At the discretion of the SLT and severity of incident, internal exclusion	*Class teacher to log demerit on Epraise, following A,B,C model to identify triggers and communication. *Class teacher to inform parents of persistent stage 2 behaviour or stage 3 behaviours. *Behaviour lead to objectively analyse data to look for patterns, feed into individualised plans. *Action plan reviewed by class teacher/TA/ member of SLT and shared with parent/carer and pupil
4	Persistent stage 3 behaviour Racism/homophobic comments Very serious challenge to authority Leaving school without permission	Sent to member of SLT Loss of playtimes/ lunchtimes time with member of SLT Fixed period of internal suspension or fixed term suspension depending on severity	*Situation to be monitored/investigated by teacher and SLT. *External Agency support to be sought to provide additional support and guidance. *Individualised plans to be continued as in stage 3. Meeting scheduled with parent/carer and member of SLT

5	Persistent stage 4 behaviour Malicious physical assault on another pupil or member of staff Repeated refusal to follow instructions resulting in loss of learning for others	Fixed term suspension	*Staff to act swiftly and decisively to remove any threat/reduce likelihood of physical harm. *Individual plans to be amended in order to avoid further fixed term suspensions. *Outside agencies to be consulted in order to provide further support and advice. *Reintegration meeting organised with member of SLT/parent/carer and pupil where appropriate. *Restorative conversation between key adults/pupil with reminder of core expectations and small step targets.
6	Repeated stage 5 behaviours	Governor disciplinary subcommittee convened Permanent exclusion from school	*Behaviour data collated and shared with SLT/headteacher/governors

All above sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully considered before any decisions are made.

Appendix 3

Catshill First School and Nursery Values Programme

- Each half term the whole-school focuses on the teaching and learning of the school values/British Values. The pupils learn about these values through daily assemblies, whole-class discussions as well as in-class teaching.

- "We believe that values make the world a better place" and are therefore an important part of our school community.

Autumn 1	**Core Values:** **Kindness**, Self-Belief, Aspiration
Autumn 2	British Values: **Respect** and **Tolerance**
Spring 1	**Core Values:** Kindness, **Self-Belief**, Aspiration
Spring 2	British Values: **Democracy**
Summer 1	**Core Values:** Kindness, Self-Belief, **Aspiration**
Summer 2	British Values: **Rule of Law** and **Individual Liberty**

Appendix 4

<u>Steps to Supporting Behaviour</u>

We understand that sometimes pupils may need additional support to manage their emotions, feel 'ready' during lessons/assemblies/class time and remain regulated during social times, therefore we will follow the steps below in order to support with this:

<u>General Reminder</u>
Remind pupils of school core expectations/ listening rules -
I am looking to see if you are ready, I will know that you are if I can see you looking at me…. Remember when we are on the playground, I will expect to see you….

<u>Individual Support in Class</u>
Notice - *Is everything okay? I can see you are a bit fidgety today…Let's try…I wonder if…*
I am just going to explain this to the class and then I will come back to you and we can look at it together
Offer - if still unfocussed, suggest a movement break, time in the regulation station..
Follow - individualised support plan, which may include Regulation Plan, One Page Profile, Risk Reduction Plan, if applicable

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<u>Individual Support out of Class</u>
Direct - if child becomes dysregulated, direct time out of class -
I can see you are finding this difficult, some time in R Space/outside/a walk will help
Offer - regulation tools/tasks
Try - change of face/space
Follow - individualised support plan if applicable
Alert - call a member of SLT if dysregulation continues and becomes unmanageable

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<u>Restorative Practice</u>
Notice - *I can see you are feeling calmer now, I can see that you are ready to talk now….*
Offer - suggestions and support to the child to make amends
- I wonder how your friend feels after…….what could you do to show them that you are a good friend? How could you make this right?
Provide - opportunities to rebuild trust and social support

Appendix 5

Emotion Coaching

Emotion coaching allows us to recognise and label emotions during heightened moments, show empathy and guide/teach pupils more effective responses. When possible we will follow the steps below:

Step 1 - Recognise the child's feelings and empathise with them.

Step 2 - Label the feelings and validate them - *I can see you are feeling angry, it's okay to feel angry. We all feel this way sometimes.*

Step 3 - Set limits/boundaries on behaviours exhibited (if needed) - *I know that you are feeling angry, it is not okay to hurt others/throw objects/call someone names.*

Step 4 - Problem solve with the child, ponder possible ideas for how to manage these emotions if they are to arise again - *If you feel this way again, what could you do? Where could you go?*

Appendix 6

Regulation Plan

Behavioural indicators	Stage 1 Anxiety	Stage 2 Defensive Escalation	Stage 3 Crisis	Stage 4&5 Recovery
De – escalation strategies				
Scripts				

One Page profile

What makes me happy/What am I good at?

There are times that I find things more difficult:

My small steps targets are:

How to support me:

Risk Reduction Plan

Child: **Plan Number:** **Date:**

Positives- What is the child good at and what do they like doing?	Triggers- What situations have led to problems in the past?	Successful approaches- What proactive interventions have been effective in preventing the child's anxiety rising?

Describe any modifications to the environment or child's routines that can be implemented to prevent anxieties rising?

Expected Practice

Strategy	What does the practice look like?
Firm clear directions	
C.A.L.M. talking/stance	
Summoning Assistance	
Verbal/Symbolic guidance	
Limited Choices	
Reminders of sanctions	
Distraction	
Diversion	
Humour	

Describe any additional strategies that have worked in the past or should be avoided.

Strategy	Try	Avoid	What does the practice look like?
Negotiation			
Reassurance			
Planned ignoring			
Contingent touch			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Success reminders			
Others			

From your risk assessment what is the likelihood of the child harming himself or herself, another child or adult in the event of an incident. Please identify risk in each case.

	Self-Harm	Harm to others	Harm from another	Harm to staff
Low				
Medium				
High				

Description of behaviour	Self Harm	Harm to others	Harm from another	Harm to Staff

Prior to intervention all staff must make a dynamic risk assessment in relation to the incident and their confidence and competence in using physical intervention techniques.

Has the child any medical issues that require the reconsideration of any Team Teach Holds? YES/~~NO~~
Asthma (inhaler in school)

If YES, has there been any discussion with relevant health professionals and please outline any concerns that they had?
Previous discussion with PBT team & Sue Stokes.

Preferred physical intervention approach for dealing with above incidents

Potential incident (see risk assessment)	Specific Location	Preferred Physical Intervention Strategy

Appropriate personal safety response,	

Follow up- Debrief and repair following the incident
Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

Hear Explain Link Plan	

Multi-agency Involvement (where the risk assessment indicates a high risk)

Agency	School	Parent/ Guardian	Social Worker	Child Protection Officer	Local Authority Officer	Other
Name	Julia Shingler (Headteacher) Georgia Plant (Head of School) Helen Ludlow (SENCo) Clair Yarranton (Assistant Head, Behaviour Lead)					
Signature						
Date						

Date	Evaluated by	Action

Name and signature of person completing this form:_____Date: _____