



St Patrick's Catholic Primary School
Psychologically Responsive Behaviour Policy

Mrs. J Lewis produced this policy after discussion and input from the school community. It is to be read in conjunction with the following policies: Anti-Bullying, Equality and SEND. This policy will be shared with all stakeholders at the beginning of the year.

As a psychological responsive school, our approach to behaviour management is based on helping everyone to be and feel safe, building relationships, understanding individual needs and supporting the development of self-regulation skills so everyone can "Be the Best that they can Be". The policy applies to all adults and children in our school, and we ask parents, carers, our community, and other adults involved to support it.

At the heart of our community are the people and the relationships they build. To make our community work we expect everyone to treat each other with respect, kindness, and compassion.

We build a culture in which people can talk about how they feel, ask for help, learn from mistakes, put things right and get the support they need to manage their mental health, well-being, feelings and behaviours, so that they become confident, self-regulating adults and positive members of their community, who show acceptance, respect and support for others.

Our Mission Statement of "Peace, Love and Understanding" forms the basis of our Golden Rules which are:

Be Kind
Be Safe
Work Hard

Our vision – the purpose of the policy and the social norms underpinning it.

- *Our children will be known and valued for who they are, their strengths and their needs and, in turn, they will know themselves. They will feel part of our school family. They will learn, grow, discover and achieve their potential.*
- *Our children will be supported according to their needs, helped to talk about and develop a better understanding of their emotions and feelings and how to manage them so they can be resilient, confident and positive members of our community.*
- *Our school will be a happy and safe place, where relationships are strong, needs are met, everyone feels valued and can learn.*
- *Our parents, carers and community will know that we value and respect them and feel welcomed and included in the life of our school family.*

Aims

Children and adults will:

- Thrive - be able to learn, discover and achieve their potential
- Be known - have their potential and achievements recognised
- Learn - in a way that is interesting, takes into account their developmental stage and builds their confidence
- Experience – an exciting, relevant, accessible curriculum, that meets their needs, builds aspirations and enables them to take risks safely
- Be respected and supported as individuals
- Through support, understanding and co-regulation from adults, learn to understand themselves, their emotions and behaviours, and learn ways to self-regulate
- Build healthy and safe relationships and learn how to repair relationships when things go wrong, so they can be confident and positive members of our community.

Behaviour and Consequences

We see mental health, well-being and behaviour as inextricably linked. All behaviour communicates our mental health and well-being. Understanding this does not mean we condone poor behaviour, but it does help us to make sense of it (within a wider context) and manage it more effectively. When children behave in a way that is inappropriate or unacceptable for a school setting, we need to understand why and help them to behave in a more appropriate way.

- We try to understand why the child may have acted in a particular way (what is the context? What might their behaviour have been trying to communicate? What might the underlying need be?)
- If the child is still struggling, we support them to emotionally regulate for example through breathing, by giving them space, and listening.
- We explore with them their understanding of what happened (e.g through wondering aloud and making tentative guesses... 'When you did xxx, I wonder if you were feeling yyyy?')
- Once we feel that we have a greater understanding of what has happened, and we have shown some empathy and acceptance, and the child is regulated and feeling okay, we can then try to explore with them the wider context of their behaviour and the outcome by:
 - Helping them understand why what they have done is wrong
 - Showing them what we do want them to do and how to do it – where possible, this can be done in a problem-solving way, thinking with them about how to repair a relationship or put something right again, or what they could do differently in the future.
 - Supporting them to put things right through a restorative conversation or action
 - Helping them understand and deal with the feelings that gave rise to the behaviour.

Consequences for poor behaviour are linked to **putting it right** and are logical e.g. If you drop litter, you pick it up; if you hurt someone, you listen to them and apologise, if you did not complete the work, you'll need to find a time to finish it. If the incident is serious or everyone is angry or upset, they may need time to calm down and reflect. Once the incident has been dealt with, there should be a fresh start. (See appendix 1 for examples).

Relationships and Rewards

Because of our understanding of attachment and trauma, we work through relationships. Within this we recognise the value of rewards and consequences. The biggest reward for a child is the affirmation of an adult with whom they have a positive relationship. The biggest consequence is that an adult with whom you have a relationship does not approve of your actions.

Rewards and consequences without relationships tend to become bribes or threats and these have negative consequences, making children vulnerable to manipulation or coercion.

Stickers, celebration walls etc can be useful symbols of our affirmation but they cannot replace it. For some children getting symbols and tokens can become an end in itself and create dependency and anxiety and this does not help them internalise their own sense of worth. For some children, public praise can be overwhelming because their life experience has told them they are not worthy of it. So we don't use rigid systems but instead actively notice and explain children's achievements in the moment, so they know what they've done right and can do more of it.

Summary

- We have very high standards for behaviour and a relational and restorative approach to enabling children to achieve them.
- We are consistent in meeting the relational and developmental needs of our children
- We model the behaviour we expect to see – we don't shout, we are kind, compassionate and intelligent in our responses to behaviour.
- We notice what we want more of, rather than listing what someone has got wrong.
- We don't use fear, coercion, bribery, threats or humiliation.
- Children's behaviour may be inappropriate or unacceptable but in themselves they are not, so we do not condemn children.

Safer Handling (see policy)

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical

contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom

Exclusion Policy

- Please see our exclusion policy.

E-Safety

- Internet safety is of paramount importance at St Patrick's. Pupils are taught, through their lessons, how to keep themselves safe when using the internet. Guidance and links are also on our school website. However, if an E-safety incident occurs, staff should fill in the E-safety incident log on CPOMS.

Child-on-child abuse

Please see Section 17 of school's Child Protection policy for guidance on dealing with these issues.

Legal rights of school to search

Searching Pupils and/or their Possessions

When information has been received or there is a well-founded belief that inappropriate material has been brought into school, the school may carry out searches of pupils and/or their possessions. Only the Head teacher and authorised members of staff may conduct a without consent search of a pupil and/or their possessions. The school does not conduct intimate searches and only outer clothing will be required to be removed. The consent of the pupil will usually be obtained before conducting a search unless the Head teacher and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.

All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted off school premises where the pupil is in the lawful control of the school. Items which may be searched for include any banned item*and any other item identified as such by law. Parents will be informed of any search conducted of their pupil and/or their pupil's possessions.

*The following are banned items: illegal substances, weapons, cigarettes, vapes and smoking apparel.

Recording of incidents

If a child continues with negative behaviour this must be recorded on CPOMS. Most incidents will not require this as the majority of children will be supported to change their behaviour. All violent and serious incidents will be recorded on CPOMS. By recording on CPOMS we are able to spot any patterns, triggers and look at the best way to support the individual.

Policy written by: J Lewis/ H Jones

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Review date: September 2024

Appendix 1: Practicalities

How we provide a safe environment for learning

- Our school is a safe, inclusive, welcoming place
- We make sure that each of our children is known, recognised for their strengths and given support for their needs
- We know our children's parents, carers and our community
- We meet and greet all children on the gate, as they come into our classrooms and as we walk round the school
- We welcome parents, carers into school and listen and respond to their concerns and views.
- To help ensure the school is calm, we treat each other with courtesy and respect
- We don't shout
- Our vision, values and our children's achievements are visible as you walk round the school
- We encourage empathy by guiding children to make choices based on empathy and mutual respect.
- We develop routines that help everyone to feel safe and recognise great behaviour e.g. opening doors, welcoming new children, sending cards to celebrate or commiserate.
- There are safe places for people to go when they need calmness or reflection
- There are outdoor spaces and room for children to run and use their energy safely.
- Every child has a safe person who knows them and who they can go to if they are struggling

How Leaders support great behaviour in our school

- Model the behaviour they expect from everyone
- Are open, honest, willingly accountable, notice achievement, challenge and support and are able to apologise when they get it wrong
- Do not fix everything but support the whole team to find solutions
- Ensure that the vision is shared, lived and developed
- Provide opportunities and a safe space for adults to debrief, reflect, have a professional conversation
- Provide high quality CPD for all adults working in school
- Work pro-actively with other agencies to ensure plans are joined up and solutions are found

How we support children

- We recognise all our children are unique, so we ensure that our high standards are matched with support for children according to their needs to enable them to achieve these standards.
- We recognise that for children with SEND specific adjustments and arrangements may need to be made and these will be outlined as appropriate in individual plans,
- We never tolerate behaviour which is abusive or destructive and will always challenge and address it. Our approach is described in detail below.

How we support each other

- We understand that there are times in our lives when dealing with situations may be difficult. We are on hand to help each other at these times
- We foster a culture where openness and honesty are valued and staff are able to ask for help
- Staff can take a break from a difficult situation if necessary and other staff can step in to help.

Rewards

We recognise the power of positive attention and that the biggest reward is to be noticed and valued by an adult with whom you have a relationship.

- We notice what we want more of, ensuring we communicate what the child did well e.g. not 'good work, two house points' which focuses on the reward currency but 'You have coloured that in so carefully and chosen great words for your poem' OR "when Sam was upset you were very kind and helped him.'

- We may use tokens, stickers, stars, certificates, special assemblies, trips etc to celebrate but we want our children to become resilient and self-regulating, so we do not build dependence on external rewards to motivate or encourage behaviour.

Consequences – What do we do when things go wrong

We respond in a way designed to help the child to learn to self-regulate, manage the underlying reasons for the behaviour, keep themselves and others safe, repair relationships, get back to learning

Firstly, we manage ourselves:

When dealing with difficulties, we can start to feel intense emotional responses ourselves. We might feel anger, frustration, upset or anxious for example. However, when we are 'dysregulated' we can't support others to regulate, in fact we are more likely to pass on our dysregulation to others! So, we recognise the importance of staff being able to self-regulate (check-in with yourself, take a breath, get support if needed) prior to managing any difficult situations in the classroom.

- We take a breath
- We create a sense of safety and order
- We ensure our lessons are working for all the children
- We role model the behaviour we expect
- We notice and praise the behaviour we want to see
- We remind children of their good behaviour
- We reflect on the wider context [the child's experience and perspective]
- We are calm, focused on what the child needs and what anyone who has been negatively affected needs [not our need for control etc.]

Secondly, we help the child to:

- Be and feel physically and psychologically safe – including giving them time and space, other than in an emergency
- Support them to regulate their emotions and behaviours, for example by teaching them about breathing, how to release anger in non-destructive ways, naming and understanding their emotions
- Reflect and build a better understanding of themselves and others through thinking time. (See below)
- Deal with underlying issues
- Learn other ways to manage themselves
- Consider the impact on others
- Put it right with others

Thirdly, where there are ongoing behaviour issues

- Our focus is understanding and supporting the child and those around them to deal with underlying issues that are giving rise to the behaviour.
- We notice patterns of behaviour and put things in place to pre-empt problems
- Work with parents/carers to understand and resolve the issues
- Seek further advice from other agencies e.g. EP

Fourthly, if there is a major incident

- We may need to fix term exclude until we can put in place the strategies above

We define consequences as the natural and logical responses to actions. We don't use punishment as we define punishment as the use of fear, shame or humiliation. Once we have followed the actions described in section 13, if consequences are needed, we:

1. Use consequences according to what needs to be done to help the child to learn to behave differently and put things right.
2. The consequence is logical – 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.
3. Consequences for minor things are dealt with in the moment and then we move on
4. If there is a person affected by what has happened, then their feelings [but not their need for revenge] must be dealt with and respected via reflection time and a restorative approach

Examples of Logical Consequences

| Behaviour | Logical Consequences |
|--|--|
| Non engagement in learning or non-completion of work | Child to complete missed learning in own time, e.g. playtime/lunchtime/at home |
| Destruction of Classroom/school environment | Child to fix whatever has been destroyed in their own time |
| Failure to act safely in a given context | Practise acting safely in a given context in their own time |
| Failure to move safely around school building | Practise moving around safely |

What thinking time looks like?

- Thinking time is adult led and should be used to reflect on how a child's behaviour has broken our school rules.
- Thinking time gives the child opportunity to reflect on how their behaviour has impacted on their class and themselves.
- Thinking time length will be dependent on how the staff feels the child is understanding their behaviour and its impact on others.
- Staff may use restorative sheets to support pupils understanding of their behaviour.

Questions to support thinking time

Restorative questions: Choose 2 – 5 depending on age. (Questions 5 and 7 are good for the younger ones)

1. What happened? Listen – Don't interrupt. Give your side without judgement.
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right? (Do not suggest or demand an apology)
8. How can we do things differently in the future?

Appendix 2: Criteria for Referral for pastoral support

Purpose: To work with pupils to overcome barriers to learning.

- Where pupils are in need of one-to-one counseling for either academic or social issues e.g. stress management and self-esteem building.
- Where pupils are finding difficulty with accessing their academic work e.g. concentration, time management, working with others, personal organization.
- Where pupils may have difficulty in accessing in or out of school resources, which will help in the learning process e.g. library and museum visits, music lessons.
- Where liaison with families or carers may be helpful in supporting an improved working environment for schoolwork.
- Where there is a continued problem with a pupil's attendance and/or punctuality.
- Where there is a recognized need within a pupil for increased motivation towards the learning process.
- Where pupils have received numerous other interventions with limited success.
- Where pupils may have been absent for a lengthy period of time through illness.

All referrals should be passed to the headteacher.

On receipt of the referral form, the Pastoral team will provide the class teacher with a copy.