St. Margaret Mary's Catholic Junior School

Pilch Lane
Liverpool
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Behaviour and Relational Policy

Committee to approve/ratify policy	Full Governors
Policy Coordinator	R Culley
Date of approval/ratification by Committee	Autumn 2026
Date for renewal	Autumn 2027
Signature of the Chair of the Committee	M Rawsthorne

Mission Statement:

Loving, learning, growing together with Jesus

Rationale

At St Margaret Mary's Catholic Junior School, we strive to create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment. We aim to establish a whole-school approach to maintaining high standards of behaviour that reflect the school's behaviour expectations; Be Safe, Be Respectful, Be Your Best. We provide a consistent approach to behaviour management, based on a trauma informed, relational approach, that is applied consistently to all pupils and yet reflects the needs of individual children. We are a Thrive school. For us, this means that we have Thrive embedded within our ethos and Thrive Approaches are followed across our whole school setting.

We recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. If wellbeing is high, then children can reach their full potential. When children experience safety in their relationships they open up to new learning; it is therefore vital that wellbeing is placed at the foundation of our school offer. We recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

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

Thrive Approach

Thrive approach is a trauma-sensitive, developmental, therapeutic technique to help support children with their social and emotional development. It is a whole school strategy based around models of child development and current studies of effective learning to help schools to understand children's needs as shown by their behaviour. Thrive supports children's social and emotional growth by creating positive relationships between a child, their peers and their teachers and helps them understand and analyse their feelings with the help of various activities.

Trauma Informed Practice

Our school is committed to ensuring that everyone develops a Trauma and Mental Health Informed Approach, which will protect all members of our school community — staff, children, and parents alike. There is a strong body of research on the impact of Adverse Childhood Experiences (ACEs) on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- support children to make sense of their experience(s)
- find ways to manage their emotions and feelings
- create an environment of safety, connection and compassion at all times
- build a school network of strong, positive, supportive relationships through training

- ensure children maintain the capacity to learn, despite difficult and recurrent events that may occur.

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations. At St Margaret Mary's Catholic Junior School, we understand a wide definition of Adverse Childhood Experiences (ACEs) encompassed by any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. Day-to-day exposure to events such as divorce, loss of a loved one, physical or mental illness within the family, preparing for an exam or moving to a new house can be experienced as traumatic.

To achieve these aims we will

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

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- Use of reasonable force in schools - GOV.UK
- SEND code of practice: 0 to 25 years - GOV.UK
- Mental health and behaviour in schools - GOV.UK
- Behaviour in schools - GOV.UK
- Keeping children safe in education - GOV.UK
- Searching, screening and confiscation in schools - GOV.UK
- School suspensions and permanent exclusions - GOV.UK
- Behaviour in Schools - Advice for headteachers and school staff - GOV.UK

Roles & Responsibilities:

All members of staff will set high expectations and learners will be given clear guidance about what is expected of them.

At St Margaret Mary's Catholic Junior School our three expectations are:

- Be Safe

- Be Respectful
- Be Your Best

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring that this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEND related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules. The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEND related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead to determine the strategic development of behaviour and SEND policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND (in line with the school's Special Educational Needs and Disabilities (SEND) Policy).
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

The Head of Year will be responsible for:

- Maintaining an overview of the year group's behaviour and use data to inform targeted interventions
- Play an active role in the graduated response to behaviour within the year group, supporting colleagues and ensuring consistency in applying school policies.

Staff will be responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining consistent, clear boundaries of acceptable pupil behaviour.

- Build relationships using VRFs, PACE, meet and greet and check ins.
- Adopting an attitude and culture of 'botheredness' – the daily acts of care and genuine interest in children's lives that matter.
- Focusing on the values, rights and responsibilities of the school when establishing boundaries in conversation with children.
- Modelling positive behaviours and always highlighting the behaviour you want to see in positive terms.
- Planning lessons that engage, challenge and meet the needs of all children.
- Promoting intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Seeking both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Always reminding children about the expectations.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly on CPOMs
- Speaking with respect and thoughtfulness every time we speak about children and families, even when the subject of the conversation can't hear us

Parents and carers, where possible, should:

- Get to know the school's relational behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Ensure that school attendance doesn't negatively impact their child's ability to cope
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be responsible for: (pupils will be made aware of the following during their induction)

- The expected standard of behaviour they should be displaying at school That they have a duty to follow the behaviour policy:
- The school's key rules and routines – (Respectful, Safe & Your Best)
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards.

Managing Behaviour Relationally:

Using The Thrive Approach, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles:

- We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs by referring to their Thrive action plans, EHCPs etc.

- We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development.

- We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.

- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.

- We encourage the children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

- We keep in mind that we are adults and children are still growing, learning and developing. Mistakes are part of the learning process and we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it – instead we support and guide our pupils to make appropriate choices.

- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management. We will achieve this through teaching around The Zones of Regulation.

- In developing emotional development and self-regulating skills pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.

- Supporting pupils to effectively communicate is a very important way to promote them to self regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on a combination of personal and professional experiences and training and experiential learning. Teachers and all other school staff must be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how/why it impacts on their behaviour.

- All incidents will conclude with a restorative conversation with the member of staff in which the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained.

To ensure the policy is easy to remember and therefore can be implemented consistently, we have adopted the 'rule of three'.

How our staff behave:	• Positively • Calmly • Consistently
All members of the school family will show respect for:	• Themselves • Other people • The school environment
All staff, every day:	• Will promote a positive culture • PIP and RIP (Praise in Public and Remind in Private) • Provide early intervention to support children's behaviour (see step process

Year Heads will:	• Will meet and greet, walk around and be visible in their phase • Will go into lessons to catch children being positive • Will ensure restorative conversations take place
Our key ways to recognise behaviour that is 'over and above':	• Postcards, phone calls and letters homes • Star of the Week / Recognition certificate • Dojo / Recognition points
Support Beyond the Classroom: (to be used for change of face or to support the restorative conversation.)	• Same year group team member or another year group team member • Wellbeing / pastoral team • SLT
Alternatives to Exclusion:	• Meeting with child, parents and school staff to agree outcomes and reflect on difficulties and successes • Assigning a mentor to the child to offer support and a positive role model • Assigning the child to another class /space in school • Positive School Community payback i.e. helping with an afterschool/lunch club; support for other children

STAR Behaviour

Our children will be expected to show STAR behaviour during their lessons. They will be expected to:

•**S**it up straight
•**T**une in and track the speaker
•**A**sk and answer questions
•**R**espect everyone and everything

Classrooms / Teaching Spaces

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms i.e. "Show me your listening ears." It is vital that knowledge of the child's social and emotional development is considered. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We recognise that the following steps are appropriate for children who are at 'thinking' or above. All children must be given time in between steps to make good choices. It is not possible to leap or accelerate steps for repeated low-level disruption. i.e. jump steps.

Step	By who	Action
1.Attunement	Class teacher TA	Read the room and redirect using PACE, VRFs and small act of kindness
2.Reminder	Class teacher TA	Use whole class reminders of expectations to re-engage pupils. A reminder of classroom / school expectations delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things contained at this stage
3.The 30 second script	Class teacher TA	A clear conversation delivered privately to the child making them aware of their behaviour and clearly outlining the

		consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child
4.Time In	Class teacher TA	If a child reaches this stage, they are beginning to dysregulate. Child will have a 'time in' for regulation – in a space within the classroom. Allow them to use the calm box / Zones of Regulation stations until an adult can speak to the child privately as a co regulator. Use WIN – I am wondering, imagining, noticing. Reset expectations. If this is at playtime, the child should have 'time in' by standing with the adult
5.Restorative conversation in Reflection Room	Year Group Teachers	At this point the child will be referred to the Reflection Room at lunch time for a restorative conversation. This step must be recorded on CPOMS.
6.Repair	Year Head	A restorative conversation should take place before the next lesson where possible but as soon as possible. It is important that the reparation is with the member of staff and/or child involved in the incident, in order to complete the rupture – repair cycle
7.Formal meeting and monitoring	SLT- Behaviour Lead / Deputy Behaviour Lead	A meeting with the teacher, child, parent and a member of the SLT, recorded on CPOMS to decide on the best way forward.
8. Seek advice from external agencies.	SLT & Inclusion Manager	A meeting will be arranged with the appropriate agency / agencies to decide the best way forward.

<u>Steps 1 and 2 – PIP 'N' RIP</u>

Praise in Public and Remind in Private Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children's classroom / teaching space / lunchroom delivered privately to the child. The teacher / staff member makes them aware of their behaviour through use of PACE and VRFs

<u>Step 3 - The 30 second script (get to the child's level):</u>

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

- I noticed you are having trouble with (state the behaviour you see to separate the behaviour from the child.)
- I am wondering if you are feeling…
- You know we have a respectful/safe/be your best rule in the classroom. It was the expectation linked to… (lining up/bringing toys into school/allowing others to learn) that you didn't follow.

- Do you remember when you… (did that kind thing for…?)
- That is who I need to see today…
- When I come back in X minutes, I want to see your wonderful…. Thank you for listening (Now walk away – remember to return at the given time!)
- The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour.

Step 4 - Time In

- The child will be asked to go to the 'wellbeing space' in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- The teacher will have a chance to speak to the child away from the class. • Boundaries are reset.
- Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.
- Child is given a final opportunity to re-engage with the learning / follow instructions. The child should only be moved to a safe space if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If a second adult is available, they may choose to take the child for a walk to follow these steps.

Step 5

Child to attend Reflection Room at lunch time. If the step above is unsuccessful, or if a child refuses to take a 'time in' within the classroom, then the child will attend the wellbeing base at lunchtime. Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and if they are not – feels secure to ask for another member of staff to step in. A phone call home text / will be made to inform the parents.

Step 6 - Restorative Conversations

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children. We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?' It is important that the reparation takes place with the member of staff involved in the incident, to complete the rupture – repair cycle. If a child is dysregulating regularly, then they will have an individualised plan. Strategies that help a child to regulate vary according to the child, to meet their individual needs.

Step 7 - Formal Meeting and Monitoring

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

Step 8 – Seek Advice from External Agencies

If a child continues to struggle following the formal meeting stage, school will seek guidance from external or specialist agencies. These may include; (but is not an exhaustive list) Educational

Psychologist, Knowsley Behaviour & Inclusion Support Team and ASC Specialist Teacher.

Suspensions

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

Suspension is not a decision which is taken lightly. Where possible, alternatives to suspensions will be considered in the form of positive school community payback. An internal suspension will be given where possible over an external suspension. Any decision to internally suspend a child must be made in conjunction with a member of SLT. Parents will be requested to attend a meeting with a member of SLT, Class Teacher and the child to agree outcomes and reflect on difficulties and successes. Where a child is suspended, consideration should be given to the appropriate level of monitoring required when the child returns to lessons. Where a child is given a fixed term suspension, or following a referral to outside agencies, the reports received will form the targets for their PSP.

For those with special educational needs and disabilities, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). (Also see Appendix 6) In these situations, working alongside parents to agree targets (see PSP) and building in steps to success are key. External Support In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us.

Agencies involved could include:

- MHST – provides access to support the health of every child by triaging each case that is referred and referring to Child and Young People's Mental Health Service (CAMHS) – An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- Behaviour & Inclusion Team / Specialist Teaching Service (STS) dedicated to providing in school advice and guidance in managing the needs of a specific child.
- Referrals e.g. paediatrician, educational psychologist.
- Early Help – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.
- This list is not an exhaustive list and the needs of the child will dictate which support is required. Parents will be informed and their views and consent sought should the school refer to one of the above agencies.

Behaviour Review Panel

When a pupil's behaviour gives ongoing cause for concern, and where suspensions have become frequent or patterns of challenging behaviour continue, a Behaviour Review Panel will be convened. This panel will include representation from the Governing Body linked to behaviour and safeguarding, alongside the Headteacher and relevant staff. The pupil and their parent or carer will be invited to attend to discuss the concerns, reflect on the impact of current behaviours, and agree on further actions and support to help the pupil make positive changes. The aim of this process is to ensure that there are clear expectations for improvement. This formal meeting represents the final stage of intervention and may lead to consideration of permanent exclusion if significant and sustained improvement does not follow.

Preventative Measures for Pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Sensory circuits, sensory stations, mindful moments and use of sensory room to ensure that sensory needs of children are met.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions.

Headteacher Discretion in Suspension and Exclusion

While the school operates a graduated, restorative approach to managing behaviour, the headteacher retains the discretion to suspend or exclude a pupil immediately where behaviour presents:

- A serious risk to the safety of the pupil, other pupils, or staff
- Severe breaches of school rules or safeguarding concerns

Such decisions will be **proportionate, reasonable, and in line with statutory guidance** (DfE, *Suspensions and Permanent Exclusions*) and will take into account any individual circumstances, including SEND. Parents will be informed promptly, and alternative strategies or interventions will be considered where appropriate.

Social, Emotional and Mental Health (SEMH) Needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will strive in creating a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Physical Intervention

Trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil's parent will be contacted by the staff member who physically intervened – this can be with support from a member of SLT.

Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. When suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Approaches

Using 'The Thrive Approach' to Inform the Curriculum

All classes are Thrive screened three times a year and class teachers, supported by members of the pastoral team, create a class action plan. Class profiles support teachers should be used to adapt the way the wider curriculum is delivered. For example, lessons for a class when many children struggle to work collaboratively may be designed to include partner or group work with time taken to review what successful collaboration might look like as part of the key teaching points and success criteria. All classes have a Thrive action plan that class teachers will work on with their children throughout the school year.

The Zones of Regulation

Self-regulation is a skill that all humans continually develop, often without conscious awareness. Recognising when we are becoming less regulated allows us to take steps to feel better and regain control.Originally designed for children who struggle with self-regulation, the Zones of Regulation curriculum benefits a wide range of pupils. Teachers and children use the Zones daily, integrating them into lessons and school life. The Zones form part of the school culture and support our behaviour policy. The Zones help pupils understand and manage their emotions, promoting self-regulation, resilience, and positive behaviour.

- **Red Zone:** Extremely heightened states of alertness and intense emotions (e.g., anger, rage, fear, devastation, explosive behaviour).
- **Yellow Zone:** Heightened alertness with some control (e.g., stress, frustration, anxiety, excitement, silliness).
- **Green Zone:** Calm, focused, and ready to learn — optimal for learning.
- **Blue Zone:** Low alertness and down feelings (e.g., sadness, tiredness, boredom, sickness).

Self-regulation strategies may include:

- Wellbeing check-ins / coloured zones
- Breathing exercises
- Chill-out areas or breaks
- Physical activities (jump, bounce, squeeze, walk)
- Social stories
- Listening to music

Recording Keeping

All behaviour incidents are recorded electronically on CPOMs to ensure consistent and accurate monitoring of pupil behaviour across the school. If a child is referred to the Reflection Room, this will also be logged, with the process and outcomes monitored by a member of the Senior Leadership Team. Suspension paperwork and related documentation are likewise recorded on CPOMs. Behaviour data, including trends and patterns,

are reviewed regularly and shared with the governing body on a half-termly basis to support oversight and strategic decision making.

Pupil Transition

Inducting incoming pupils

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

Preparing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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

Monitoring this policy

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

Responsibility

The school's governing body has the responsibility for the oversight of this and all policies within the school and may delegate the implementation and review of this policy.

Governing Board Behaviour Principles

The governing board at St Margaret Mary's Catholic Junior School is committed to maintaining a safe, calm, and respectful learning environment. The board's principles underpin the school's behaviour policy and ensure all actions are fair, lawful, and consistent.

The governing board will:

1. **Set high expectations** for behaviour and conduct across the school.
2. **Promote inclusion and equality**, ensuring that behaviour policies do not discriminate against any pupil, including those with SEND or protected characteristics under the Equality Act 2010.
3. **Foster positive relationships** between staff, pupils, and the wider community.
4. **Prioritise safety and safeguarding**, ensuring the welfare of all pupils and staff is maintained.
5. **Ensure the appropriate use of suspensions and exclusions**, reviewing the headteacher's decisions to confirm they are lawful, proportionate, and consistent with statutory guidance.
6. **Support educational continuity**, ensuring pupils have access to learning during periods of behaviour management interventions.
7. **Monitor and evaluate behaviour systems**, using data and trends to inform improvements.

Links with other policies

This behaviour policy is linked to the following policies

- Anti bullying policy

- Child protection and safeguarding policy
- Staff Code of Conduct
- Suspension policy
- Inclusion Policy
- Positive Handling Procedure
- Special Educational Needs and Disabilities Policy

In applying this behaviour policy, the school has due regard to its duties under the Equality Act 2010 and the Public Sector Equality Duty, recognising that pupils' behaviour may be influenced by individual needs and experiences. Behaviour expectations, reasonable adjustments, and responses are therefore applied in a fair, proportionate, inclusive, and trauma-informed way, ensuring no unlawful discrimination while maintaining a safe environment and safeguarding the welfare of all.
Public Sector Equality Duty: guidance for public authorities - GOV.UK