



## Our Lady Of Lourdes Catholic Primary School

### BEHAVIOUR and EMOTIONAL REGULATION POLICY

| Status                                                    | Date                            |
|-----------------------------------------------------------|---------------------------------|
| Review Date                                               | July 2026                       |
| Reviewed By                                               | Anthony Hamlen                  |
| Next Review (Date)                                        | September 2027                  |
| Approved/Ratified by Governing Body                       | 28 <sup>th</sup> September 2026 |
| Signed electronically by Headteacher (Meg Wilson)         | <i>M Wilson</i>                 |
| Signed electronically by Chair of Governors (Joan Curran) | <i>J Curran</i>                 |

#### 1. Mission Statement

At Our Lady of Lourdes Catholic Primary School, we seek to create a unique and enabling community whereby children and staff are encouraged to journey beyond their expectations – **academically, socially, and spiritually** – within a culture based on Gospel Values where children can **SHINE**.

#### 2. Introduction

Behaviour and relationship expectations at Our Lady of Lourdes stem from our school Mission Statement and by consistently following a **shared Code of Practice**, designed to **nurture** the unique value of each member of our Christian Catholic Community. Our pupils know, understand, and apply a simpler interpretation of the school Mission Statement with the motto – **‘Love, Live and Learn as Jesus Taught Us’**.

Self-regulation and emotional regulation are terms that relate to the child’s ability to increase and decrease their alertness, or arousal, to match the situation or environment. This is an important skill for children to learn to be **equipped for life now and in the future**. We want to promote **safe, stable, nurturing relationships** and an environment where children live, learn, and play (in part to support the effects of Adverse Childhood Experiences- ACEs) and to help all children reach their full potential and thrive.

The purpose of this policy document is to clearly outline the practises and procedures undertaken at Our Lady Of Lourdes Catholic Primary School (OLOL) to support the development of positive behaviour, attitudes, and community cohesion.

This policy supports adults to recognise pupils who are dysregulated before this disrupts their own and others’ learning. This policy also establishes a safe place for learning, which comes from fostering and maintaining caring relationships. We will provide **time, space and adult support** proportionate to the level of need to help our children to regulate. Persistent and sustained disruption to learning is not accepted and this policy identifies specific behaviours that are deemed unacceptable within our school community. The policy also sets out the circumstances where consequences will be applied, including suspension or permanent exclusion from the school.

We want our school to always be a safe and happy environment. We work with our community and church to ensure our children are academically, socially, and spiritually equipped for life now and in the future. This is supported by our teachers and parents/carers as part of our **Home/School Agreement**.

The school’s Headteacher and Governing Body hold overall responsibility for the implementation of our Behaviour & Relationships Policy, which is reviewed at least annually, usually during the summer term, and is shared with all staff, pupils and parents.

We are all treated fairly – which may not be equally. Some children require more support to regulate than others. We will provide additional resources to support with this as we would in other subjects and aspects of school life.

We aim for everyone in our school community to be **safe, happy and to learn.**

### **3. Rationale**

In accordance with The Code of Canon Law 'Education must pay regard to the formation of the whole person, so they all may attain their eternal destiny and at the same time promote the common good of society...their physical, moral and intellectual talents may develop in a harmonious manner so that they can may attain a greater sense of responsibility.' Because of this, our behaviour policy is based on developing the children's self-esteem and promoting a positive attitude towards behaviour and decision-making, as low self-esteem affects behaviour, learning and relationships. We believe that children respond best to a supportive and caring approach and therefore practises and procedures at OLOL are inspired by the principles of Restorative Approaches (RA); an approach with the core principle being to break the cycle of children repeating poor choice behaviour. Restorative Approaches in Schools (RAiS) is developed from a set of practises under the heading of Restorative Justice (RJ).

Self-esteem is the personal picture we have of ourselves (of our strengths and our limitations). This self-image is built by all the positive or negative responses of the people with whom we come into contact. Every child needs: success, recognition, achievement, affection, and a sense of security. A child can accept learning challenges and failure if they can draw upon the above resources and therefore attempt to break through any barriers to learning.

At OLOL we believe that to successfully create a Restorative Justice approach, the voices of all stake holders (children, young people, staff, and parents) need to be heard.

### **4. Aims**

Our aims as a school are:

- To encourage a calm, purposeful and happy atmosphere/environment within the school.
- To ensure children have a sense of belonging in the school community.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour and choices.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To help pupils, staff and parents have a sense of empowerment and feeling of common purpose.
- To support positive mental well-being by providing opportunities to engage in mindfulness.

Each stake holder's responsibility around these aims is outlined:

#### **Children's Responsibilities are:**

- To respect members of staff by listening to and following the instructions of **all** school staff members.
- To have respect for the school and the environment by taking care of school property and the environment in and outside of school.
- To respect all members of the school community by co-operating with other children and adults.
- To represent the school mission and gospel values of: Community, Courage, Respect, Justice, Service, Compassion with an overarching value of LOVE.
- To ensure everyone is safe, happy and can learn.
- To follow our Home-School Agreement.
- To respect moments of calm (mindfulness) provided by the school.

#### **Staff Responsibilities are:**

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To recognise each child as an individual.

- To be aware of the children's needs.
- To provide opportunities for social education.
- To form a good relationship with parents and carers so that all children can see that the key adults in their lives share a common aim.
- To keep restorative justice principles at the heart of decisions.
- To follow the Home-School Agreement.
- To create opportunities for mindfulness.

**At school, we will:**

- Deliver Collective Worship that is based on the teachings of Jesus and the Gospels.
- Deliver PSHE lessons which involve managing emotions (Zones of regulation) choices and relationships.
- Provide opportunities to develop our emotional literacy, sometimes through group interventions.
- Provide opportunities to develop methods of communicating our emotions.
- Provide opportunities for reflection/mindfulness/meditation.
- Provide opportunities for children to work with a learning mentor either 1:1 or in a group situation, when needed.
- Provide opportunities for visitors linked to PSHE themes and our gospel values.
- Provide reward systems that motivate positive choices.
- Treat each pupil as an individual, with individual needs.

**Parent/carer's Responsibilities are:**

- To understand and support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To inform the school of any circumstances that may affect their child's behaviour.
- To role model respect to others through their interactions with staff and other parents.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does at school.
- To foster good relations with the school.
- To follow our Home-School Agreement.

## **5. Restorative Approaches at Our Lady Of Lourdes Primary**

There are three main principles to Restorative Approaches at OLOL:

- 1) We recognise and adopt the idea that being able to relate positively and to act respectfully towards others is a learning process, in the same way that learning to read and write is a learning process.
- 2) All stake holders feel empowered, by means of feeling listened to and heard.
- 3) Responsibility is taken by individuals for their own choices/actions.

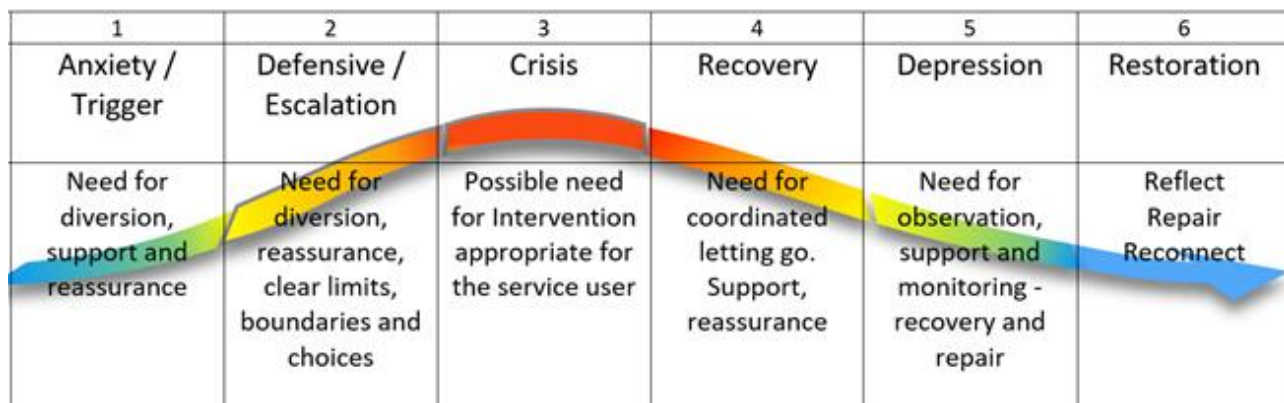
It is paramount that Restorative Approaches are understood by all members of the school community and should be recognised that these approaches are not an 'easy way out'. When used as a response to harmful incidents, there will usually be a consequence that is experienced negatively by the person who has carried out the action(s). This consequence will be decided through a restorative conversation with the guiding principles of:

- a) those involved are supported to decide upon the consequences themselves or when a decision needs to be made for them, they are talked through why that decision has been made and
- b) the process offers opportunity for the individual to reflect on how they might approach similar situations should they arise in the future.

These meetings would initially be led by the member of staff dealing with the incident, however depending on the nature of the incident or how frequent the incidents are occurring, will be led by a member of ST and or the Head Teacher. Due to individual needs and the principle that 'changes of behaviour are a learning process', consequences will vary. However, it could include things like, not being allowed out on the playground for a period of time, not being allowed to play football or play on the equipment for a period of time, not being allowed on school trips, having to write letters of apology. Sometimes these consequences are not always obvious or seen by everyone, however trusting in the school's process is essential.

### 6 stages of crisis

Recognising that all individuals go through a process and 'stages of crisis', RJ conferences may not always take place on the same day as an incident; they may be dealt with at a time when **all parties** are emotionally ready, when individuals are in the restoration stage.



Getting all stake holders to understand these 6 stages of crisis is vital to understanding how to deal with behaviours that are being communicated/shown by individuals.

### RJ Conferences

A RJ conference will generally follow these discussion points:

- 1) What happened?
- 2) How did it make you feel?
- 3) Who was hurt and how?
- 4) How can we fix it?
- 5) What can we do to stop it happening again?

These questions are displayed around school.

To encourage and support a healthy mind-set, each class will provide opportunities for reflection/mindfulness each day. This is done in the form of a Collective Worship. These are either whole school or class based. They are opportunities to reflect on gospel values, participate in activities that calm the mind and/or encourage all individuals to reflect on their choices.

## **6. How children will be rewarded at Our Lady Of Lourdes.**

### **1. Individual Rewards**

Dojos are used in our school as an individual reward system. Each child will receive a 'Rewards' Bookmark (See Appendix 1). This is broken down into milestones. At each milestone, the children will be rewarded with a star badge linked to the stage they have reached based on their accumulative amounts from the start of each new school year. Bronze = Bronze Star Badge, Silver = Silver Star Badge, Gold = Gold Star Badge, Platinum = Glittery Star Badge. Children who reach platinum by the end of the year, will receive a special reward, e.g a trip.

Each class will have 5 main areas which will be the focus of awarding Dojos- Ready to learn, positive engagement in learning, collaborative learning, great listening and displaying the Gospel Value of the term. These areas of focus are adapted from research through the [EEF](#) (Education Endowment Foundation and Ellis and Todd, 2018) Teachers can add up to 5 additional opportunities pertinent to their class needs.

Dojos will be awarded as a single reward at a time to ensure consistency across the whole school setting.

Each week, Dojo points will be reset to establish which three children have gained the most Dojos for that week. This will enable teachers to identify the top three children with the most Dojos for that week whose names will then be displayed on a podium image in each classroom. The children's culminative Dojos will continue to increase as the year progresses.

## 2. Classroom rewards.

Each class teacher can adopt their own 'Whole class Dojo goal' that is used to promote a whole class positive learning environment and community. A milestone for individual classes will be set by the following: number of children in the class multiplied by 100. Eg if there are 20 children in the class the target milestone will be 2000 Dojos. Each class can decide what this reward can be, but it must promote community, wellbeing and fun e.g. pyjama party, board game afternoon, class trip to the park.

## 3. Whole school

Children are placed into houses when they join OLOL. As each child earns Dojos, these will also accumulate and contribute to their House Points. At the end of the school year, children in the winning House will be entered into a draw to win a prize. At the end of each term, the House standings will be announced.

## 4. SHINE Assembly- 'Let your light SHINE before others' – Matthew 5:16

Once a week (usually a Friday) we have a Collective Worship focused on celebrating children of our school. This is a chance to celebrate all the achievements of the children from that week and reward the children with certificates. During this Collective Worship, two children from each class are chosen by the class teacher as someone who has stood out that week for demonstrating the gospel values and or positive learning behaviours.

Other certificates which may be given out are Dojo, reading and or certificates or medals to be celebrated from outside of school.

## 5. End of Term Shine Assembly

At the end of every term, class teachers and support staff select children for different awards. These awards are presented to them during the celebration assembly. The awards are:

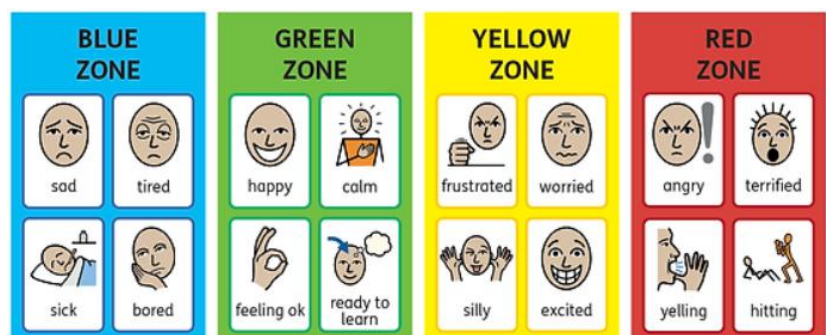
- Positive Attitude to Learning (two children from each class who has demonstrated a really positive attitude to all their learning from the term)
- Outstanding progress (two children from each class who has demonstrated outstanding progress for the term)
- Lunchtime award (two children from lower school and two children from upper school who have demonstrated the school values on the playground during lunchtimes)
- Outstanding work award (a child from each class who has produced a fantastic piece of work from any area of the curriculum and a child from each year group whose piece of work demonstrates a focus for that term e.g. presentation).

In the assembly also, children are recognised for 100% attendance and improved attendance. The class who has had the best attendance across the term receive a non-uniform day as a reward.

## 7) Zones of regulation

As a school, we use a 'Zones of Regulation' approach to teach children to become more aware of and be independent in controlling their emotions and impulses, managing their own sensory needs and improving problem-solving abilities.

The Zones of Regulation is a cognitive behavioural approach that is used to teach self-regulation strategies through categorising all of the different ways we feel into four clear and concrete-coloured zones.



The aims of the emotional check ins are:

- To be able to identify how they feel and being able to share this.

- For both adults and children, themselves to recognise triggers and when to use tools
- To recognise and acknowledge how their own behaviour impacts others.

In our regulation friendly classrooms, you will find:

- A whole class visual timetable that is used throughout the day.
- Zones of Regulation display with names of children and adults in the room
- Regulation toolkits displayed by the names and displayed by the regulation space.
- At least one regulation space for children where they can also access regulation tools.

Our regulation friendly classrooms are inclusive. You might see doodling or fiddling however, the teacher will be aware of this as a child may be coping, regulating or focusing.

## **8. If a Child Makes a Poor Choice**

Adults are asked first to **give attention to positive behaviour** to indirectly address any dysregulation by reminding children of the expectation.

Children are valued as unique beings who develop an ability to make choices about behaviour. It is our role to support this development through discussion, modelling and coaching. All members of the school community are encouraged to model positive examples of behaviour to others.

There are 4 stages to our intervention process: Warning, Time, Space, Consequence.

Although the main aim and approach of the school is of rewards and praise for positive behaviours, decisions and encouragement of safe and good choices, as a means of setting clear boundaries and implementing the school rules, making poor choices and breaching the school rules needs to be dealt with using meaningful consequences. These consequences are set out to be logical and ensure learning is not interrupted and can still take place. At times, an intervention(s) may be required to support a child to make changes and reduce the chances of poor behaviour being repeated.

At OLOL, each class has a Ready to Learn Ladder system which is displayed clearly in a prominent position within the classroom. All children start on the top rung/step. Children can be rewarded at the end of the day for remaining on the top rung with Dojos. Children will be moved a step down if a warning has been given. Examples of why a child will move the second rung are: calling out, distracting others from their learning, refusal. These examples are not exhaustive.

The ladders will include actions that children can take to reflect on their behaviour, make positive choices and return to successful learning.

If a child improves their behaviour, they will move back up to the top step. If, however, after a warning their unwanted behaviour continues, and all in class strategies have been exhausted, they will be moved to the bottom rung. This indicates that they need to have some time out. This will either be in the 'time out zone', in a partner class, or in a safe space outside of the classroom where an adult can supervise them, e.g. the sensory room. The aim of this is that the child will be regulated and be able to rejoin the classroom again. The amount of time out of class will either be 5 minutes, or 10 minutes. The teacher or the child will determine this if they are in a stage of crisis that is reflective of them being able to make decisions for themselves.

During their reflection time, children will be offered breathing exercises to help regulate them. They will be expected to complete any missed work either during the reflection time, or at a different time that doesn't disrupt any further learning, e.g. breaktime.

If time out needed is longer than 10 minutes, this indicates a child needs further support which may require a member of the Senior Leadership Team. When a child has reached the bottom rung of the ladder, this will be reported on CPOMs under behaviour incident. Class teachers are responsible for conducting restorative conversations with pupils who are given warnings or needed time out. This may include a consequence is put in place.

If a child's poor choices continue following a time out, the class teacher will escalate the matter to a member of the Senior Leadership Team (SLT). They will support the removal of the child from the classroom for a period of reflection, followed by a restorative conversation (which may also involve the class teacher), with the aim of reintegrating the

child into the classroom when they are ready. The child will be taken to either The Hub or the Headteacher's office. If a child needs to be removed from the classroom, this will be recorded on CPOMS as a serious behaviour incident. Children may leapfrog to a more serious incident that puts themselves or others at risk or are a severe disruption to learning. A consequence will be decided following a restorative conversation.

All incidents are dealt with on an individual basis, based on child need and the nature of the incident. Consequences are aimed to be meaningful and have purpose therefore consequences may look different for individual incidents and/or individual pupils.

Behaviour incidents will be monitored by the Behaviour Lead regularly. If a child is receiving more serious incidents than the number of days in a week, their parent will be called in for a meeting with a member of the Senior Leadership Team, inclusive of the Headteacher. If a child receives 2 or more serious incidents across a week, the parents will be invited in to meet the Headteacher to have a restorative conversation and decide steps to support better choices going forward.

To ensure staff are empowered within their role and children see all staff as equals, it is important that the adult who puts consequences in place is the person to follow up the consequence- this ensures the correct protocol is followed, and senior members of staff only get involved at appropriate times.

Incorporated into each Ready to Learn Ladder in the classroom is an additional step linked to the school's Gospel Values. Children who consistently demonstrate these values through kindness, respect, compassion and by continually striving to grow, persevere and be the very best versions of themselves will be recognised by moving onto this step. This reinforces the message that behaviour is not fixed; rather, children's choices, emotions and actions can change throughout the day, and positive behaviour, personal growth and the consistent demonstration of the Gospel Values can be recognised and celebrated at any point.

Although this policy is set out for the majority of cases or individuals in the school, as each case is dealt with individually, on occasions this policy may not be suitable for an individual's needs, therefore other approaches may be more meaningful. Any approaches taken, will still follow the main principles of promoting self-esteem and encouraging positive behaviour choices. Pupils whose behaviours are not resolved by the general arrangements outlined in this policy will be referred to the school-based stages of the SEN Code of Practice and may have an individual regulation plan drawn up in collaboration with parents. This would include specific people, phrases, places and resources adapted from whole school strategies and templates. As appropriate, expertise from outside school such as the Educational Psychologist or Behaviour Support Team may be drawn upon. As part of the developmental response to a pupil's needs, it may also be appropriate to consult Health and Social Care Services, which can help to support pupils and their families. Where a child's choices do not change, and negative choices continue to disrupt learning, or put members of the school community at risk, the exclusions process will be followed (Please see Exclusions section below and the exclusions policy)

## **7. Exclusions**

Where an action is an extreme offence that puts a child or adult at risk of harm, the child carrying out the action will leapfrog through the behaviour ladder system and be sent straight to either the Behaviour Lead or the Head teacher, where a much bigger RJ conference will take place, involving the parents. These types of behaviours include:

- Persistent bullying.
- Physical aggression towards an adult.
- Unprovoked physical aggression towards another child or physical aggression towards another child after adult intervention.

Although, not our preferred sanction, a fixed term exclusion (suspension) might be deemed the most appropriate form of sanction, due to the nature of the behaviour or a serious breach of behaviour policy, including persistent breaches of the behaviour policy. This will work on a scaled basis, e.g. 1 day the first time, 2 days etc.

A permanent exclusion could be the outcome from a repetition of extreme breach of behaviour policy, which put members of the school community at constant risk.

Please refer to the school's exclusions policy and [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-suspensions-and-permanent-exclusions)

## **8. Use of reasonable force**

Within our school setting, it is agreed that there is generally little need for use of reasonable force and restraint will be the last avenue to ensure safety for the child. However, if a child presents a behaviour that puts people at risk of harm

through physically harming others or themselves or is putting themselves in an unsafe situation through their choices, staff may need to intervene with use of reasonable force as set out by the [DFE guidelines](#). Please refer to the schools Positive Handling Policy.

## **9. Incidents outside of school.**

As a school, we recognise that issues may also arise **outside of the school** grounds and not in school time, inclusive of social media incidents. However, as a school we will take action when incidents such as bullying, assault, harassment or anything alike occurs and/or impacts the child/ren involved during school time as the school has a duty of care and will take action to help prevent or resolve such matters. Conduct outside the school premises, including online conduct, that the school may sanction include:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school.
- When choices made could have repercussions for the orderly running of the school.
- When a posed threat is made to another pupil/s.
- When the reputation of the school could be adversely affected.

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Most online incidents occur outside of school, and should be managed by parents/carers, however if an incident occurs, it will be dealt with in the same way we would deal with an incident outside of school and in line with our management of behaviour in school.

Mobile phone use is not permitted in school. Children may bring a phone into school, and it be placed in a box and stored in the office. The phone remains there until the end of the day. Phones should be turned off when the children arrive at school and turned back on when they leave the school grounds. Phones should not be used on the school playground and beginning or end of the school day.

There may be occasions where a law has been broken, or a child is exposed to inappropriate materials or behaviours. The school has a safeguarding duty to contact outside agencies; this could include the police. As a school, our priority will be to take action that supports and educates all parties involved.

## **10. Home/School Agreement**

Through the home/school agreement, a positive relationship can be formed between the school and every parent/carer. The Headteacher encourages parents/carers to meet and discuss any aspect of their child's education and/ or needs with the class teacher in the first instance. The focus is always on positive support and intervention at an early stage to ensure the safety, happiness, and wellbeing of everyone within the school community.

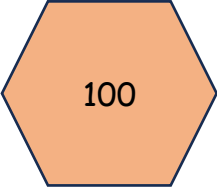
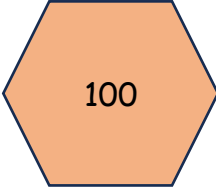
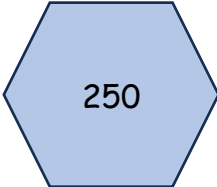
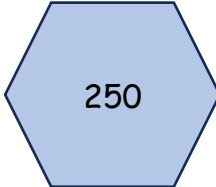
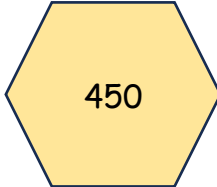
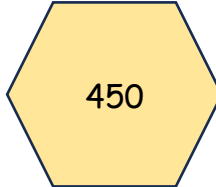
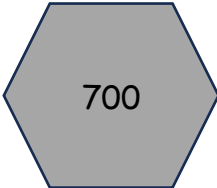
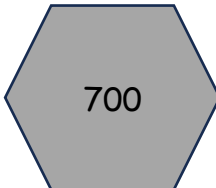
**Note: If a member of staff is concerned that a child is at significant risk of being manipulated, influenced or exposed to extremist ideologies, for purposes of sexual exploitation or in any abusive kind of relationship or is subject to peer on peer abuse they should inform the DSL (Designated Safeguarding Lead) immediately. (See Child Protection and Safeguarding Policy.)**

We have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

This policy sits in line with other policies in the school:

- Safeguarding
- Bullying
- Exclusion
- Positive Handling Policy

## Appendix 1: Dojo Bookmark

|                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|    |    |
| <b><u>Name:</u></b>                                                                 | <b><u>Name:</u></b>                                                                  |
| <b><u>Class:</u></b>                                                                | <b><u>Class:</u></b>                                                                 |
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