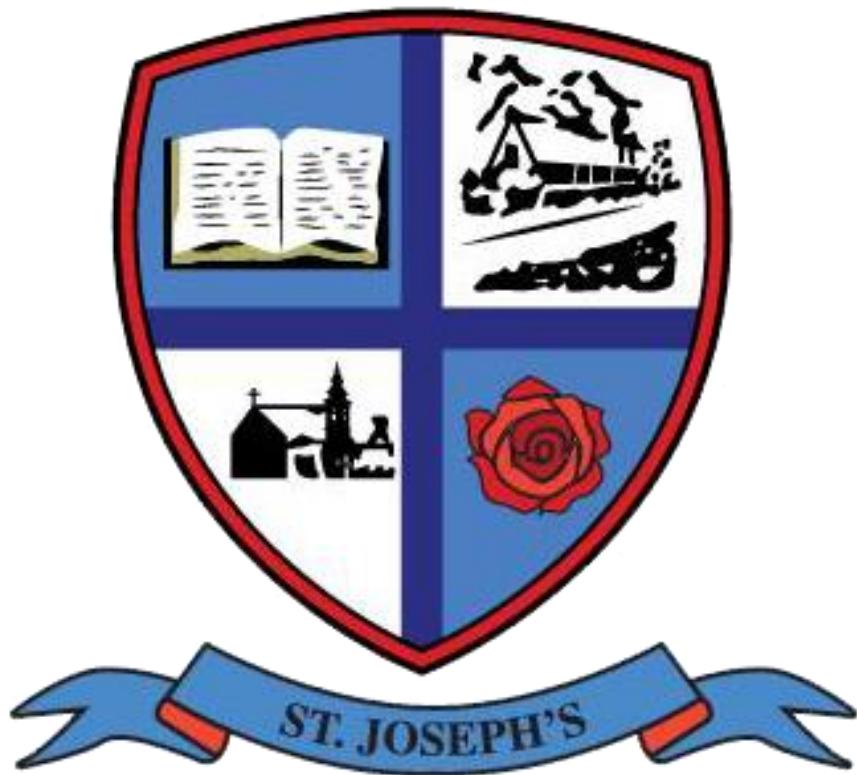


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



RELATIONSHIPS AND REGULATION POLICY

**September 2025
To be reviewed: September 2026**

St Joseph's Catholic Primary School
Relationships and Regulation Policy

Principles

At St Joseph's Catholic Primary School, we aim to encourage everyone to do their best and be actively involved in developing the skills to be independent and confident learners. We seek to develop the knowledge, skills and understanding through the teachings of Christ, to enable children to continue treating each other with respect and fairness; being willing to forgive and be forgiven.

Good behaviour is an essential condition for effective teaching and learning to take place. Good behaviour must be carefully developed and supported through our Christian ethos and positive relationships where direct teaching, discussion, reflection and modelling aims to help our pupils develop self-control, self-worth and self-esteem.

Our focal point for developing these good relationships starts with our Mission Statement:
'Living Life to the Full.'

All members of our school community promote our six values:

- **Respect**
- **Faith**
- **Courage**
- **Collaboration**
- **Resilience**
- **Ambition**

Our understanding of 'Good Behaviour' follows on from the teachings and Gospels of Jesus Christ. In the daily life of school, we use the simple words in the classroom to promote good behaviours:

Be Ready, Be Respectful, Be Responsible, this can be applied to any situation.

Visible consistencies which need to be adhered to are: **Smart, Silent & Sensible Walking & Lining Up and Marvellous Manners.**

We want to create an environment of belongingness, where children can confidently say:

'I am safe, I am valued, I do matter'

We want our children to feel **seen** when matters arise, to feel that they are **safe** to articulate how they are feeling and have confidence in our staff to help **soothe** them in order to feel **secure** in school.

Aims

Through our Relationships and Regulation Policy we aim to foster behaviour which;

- Encourages a calm, purposeful, happy and welcoming atmosphere within the school where optimal learning takes place
- Protects the physical safety and emotional security of everyone in the school
- Encourages respect towards people, property and the environment
- Promotes positive attitudes towards learning through the importance of listening and thinking

- Celebrates and encourages achievements in work, positive attitudes and role models
- Creates a school where being gentle, kind, honest, hardworking and careful is valued and encouraged by staff, pupil, parents and visitors

Objectives

We support positive behaviour through;

- A consistent approach by the whole school community
- Appreciating and agreeing the codes of behaviour
- Creating an environment that is calm and predictable
- Providing the children with structure and love
- Promoting children's dignity and self-worth
- Encouraging everyone to have respect for the school and those in it
- Providing clear and positive learning experiences which offer a broad and balanced curriculum that is well prepared, planned, stimulating and relevant to each child
- Providing times for pupils to be reflective about their behaviour

Adults in school have a vital part to play as role models. This can be achieved through;

- Demonstrating good manners
- Practising good behaviour to each other as well as to the children
- Teaching appropriate behaviour and giving feedback when pupils are behaving well
- Showing respect for every child as an individual
- Making every child feel valued
- Not accepting bullying, anti-social behaviour, racism on any level at any time
- Never walking past or ignoring children who are failing to meet expectations
- Being aware of vulnerable children
- Being seen to be fair and consistent
- Responding quietly, calmly, consistently and positively and using consistent behaviour language

Procedures

Everybody at St Joseph's Catholic Primary School has the right to be treated with respect and therefore all behaviour that prevents this will be dealt with immediately, fairly and in line with our school Relationships and Regulation Policy. This includes bullying of any kind.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our policy sets out the whole school values 'Be Ready, Be Respectful and Be Responsible', routines and visible consistencies that all children and staff follow. Refer to the behaviour blueprint in the appendices. Children are praised publicly and reminded in private. **(Appendix 1)**

We strongly support the use of preventative discipline (establishing rules and routines to prevent disruptive behaviour occurring) and personal discipline (developing an ethos of positive self-discipline and celebrating and rewarding good behaviour) as our primary approach to achieving the aims of our positive Relationships and Regulation Policy.

Adults should try to pre-empt negative behaviour before it arises rather than wait for it to happen. Preventative actions should begin as soon as the children enter into the classroom.

Strategies to develop excellent behaviour include:

IDENITIFY the behaviour we expect
Explicitly TEACH behaviour

MODEL the behaviour we are expecting

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour

We have a clear system in which we can reward behaviour that meets our expectations. We express this through different levels from 1-3.

We have a clear system in which we can apply sanctions for behaviour that does not meet our expectations. We express this through different levels from 1-3.

SEND / Other known needs

Reasonable adjustments are made for pupils with SEND / other known needs. These children are supported by our SLT, SEN Co and other outside agencies when appropriate.

Rewards

At St Joseph's, we strongly believe that rewards encourage children to repeat behaviours because they have a pleasant outcome. Rewards contribute to children's self-esteem which nurtures their emotional, social and academic development. Rewarding one child encourages others to copy behaviours which results in attention and praise

Rewards help to make school a friendlier and happier place to work and learn in.

Level 1 Rewards awarded for everyday occurrences of good behaviour relate to Ready, Respectful and Responsible and the consistencies of Smart, Silent & Sensible Walking and Lining Up and Marvelous Manners.

- Non-verbal displays of approval e.g. smile, thumbs up, approving nod
- Verbal expressions of approval e.g. positive comments and praise
- Valuing contributions and opinions made
- Celebrating/sharing achievements
- Visual awards e.g. displaying work, showing / sharing work with other teachers
- Positive comments in books
- Class/School award systems e.g. Dojos / Whole class reward systems

Level 2 Rewards awarded for consistent hard work and behaviour – key model of values of Ready, Respectful and Responsible and the consistencies of Smart, Silent and Sensible Walking & Lining Up and Marvelous Manners.

- Certificates – Tweak of the week & Mini Mission Award given out in Celebration Assembly/ Name included in weekly newsletter, photos shared on Dojo
- Celebrate work by displaying it on ClassDojo and St Joseph's social media.
- Daily WOW notes from Class Teachers
- Displays of trust e.g. jobs, responsibility

Level 3 Rewards for extra special behaviour, being an excellent role model, significant change in behaviour for the better

- Show work to Headteacher
- Each half term children are selected to win our very special 'Values' and 'Wow Worker' certificate. Children who win these awards have hot chocolate and biscuits with the Headteacher.

Monday Morning Assemblies - Mini Missions

Monday assemblies are delivered by the Headteacher using the Gospel readings from the previous Sunday and the Wednesday Word. These will follow the Collective Worship structure of Gather, Listen, Respond and Go Forth. The Go Forth will be related to the gospel and will be a focus for the 'Mini Mission' Award. During this assembly the children are also introduced to the 'Tweak of the Week'.

Mini Missions

Mini Missions are a way to embed the Gospel Values into the children's daily lives. They give the children a sound understanding of the messages delivered in the Gospel and how they can relate this to their own lives in school, at home and across the wider community. Staff then nominate children who have been living out the 'Mini Mission' and after all of the nominations have been considered, the Headteacher selects a child / children who have gone above and beyond for a special 'tweak of the week' certificate. This is given out in our Celebrations Assembly at the end of the week. The nominees and winners are celebrated on our weekly newsletter and Class Dojo.

Tweak of the Week

Tweak of the week is a way to remind children about the behaviour standards expected at St Joseph's. These are shared on Monday morning during Worship and displayed in class and referred to by staff throughout the week. Staff then nominate children who have been living out the 'tweak of the week' and after all of the nominations have been considered, the Headteacher selects a child / children who have gone above and beyond for a special 'tweak of the week' certificate. This is given out in our Celebrations Assembly at the end of the week. The nominees and winners are celebrated on our weekly newsletter and Class Dojo.

Friday Celebration Assemblies

Celebration assemblies take place at the end of the week where our 'Tweak of the Week' and 'Mini Mission' certificates are given out. Any other certificates of achievement are also given out at this time i.e. Dojo points. Children are also invited to bring in any achievements from outside of school such as football trophies, swimming certificate, gymnastics medals so they can be congratulated by the whole St Joseph's family.

Feel Good Friday

'Feel Good Friday' allows children to have social time as a reward for good behaviour. This takes place at the end of the day each Friday. The children can decide, with their peers and teacher, how they wish to use this time e.g. listening to music, craft, extra time outside, films etc.

Corrective and Supportive Discipline Procedures

The strategies outlined here are employed when classroom or whole school expectations are not adhered to and behaviour falls below our St Joseph's standards. These strategies aim to develop pupils understanding of the consequences of their actions and build in support mechanisms in order for pupils to modify and improve the pattern of their behaviour.

Sanctions

A sanction is a response designed to discourage inappropriate behaviour. However used alone sanctions do not teach new more appropriate behaviours. The use of positive reinforcement and role modelling are used in St Joseph's to illustrate the preferred, encouraged behaviour so it is important to continue to reward and encourage the child for their good behaviour.

Emotion Coaching

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

The five steps of emotion coaching:

- Becoming aware of the child's emotions.
- Recognising the emotion as an opportunity for intimacy and teaching.
- Listening empathetically, validating the child's feelings.
- Helping the child find words to label the emotion.
- Setting limits and exploring strategies to solve the problem at hand.

Level 1 Consequences for low level routine misbehaviour e.g.talking, distracting others

- Nonverbal e.g. Frown, raised eyebrows, shake of head, teacher position self by child
- Tactically ignore
- Redirect their attention
- Verbal **Reminders** of behaviour expectations 30 second intervention (**Appendix 2**)
- Move pupil within classroom

Level 2 Consequences for repeated misbehaviour/ failure to be Ready, Respectful and Responsible.

- Removal from class/playground/hall for a 'remind in private' discussion making the child aware of their behaviour and clearly outlining the consequences if they continue
- **Last Chance** - Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour
- Use appropriate restorative practice techniques. Such as Emotional Coaching. Staff may use 'Pause' or 'Reflect and Reset' think sheet as cues (**Appendix 3**)
- Loss of Feel Good Friday time (2 mins for EYFS and KS1 / 5 mins for KS2)
- Complete unfinished work at social time
- Inform parents of behaviour at home time
- Child's behaviour will be monitored using a 'Behaviour Book'
- All Level 2 behaviour must be recorded on CPOMS.
- Further persistent misbehaviour go to Level 3

Level 3 Consequences significant misbehaviour which is oppositional and/or defiant including consistent use of swearing, unkind words and hurting others.

First Action

- Immediate referral to SLT and time given to regulate;
- If appropriate, allow the child to reregulate to a state of calm in a safe space with appropriate support provided as necessary
- Use appropriate restorative practice techniques. Such as Emotional Coaching. Staff may use 'Pause' or 'Reflect and Reset' think sheet as cues (**Appendix 3**) –
- Child to miss Social Learning Time
- Parents informed at the end of the day

Second Action

- If behaviour remains oppositional and/or defiant, the child will work in the Headteacher's office for the rest of the session.
- Immediate phone call to parents

Third Action

- If this continues over the course of more than one day, a Managed Exclusion can be arranged in which work is carried out away from other children and playtimes/ lunchtimes are supervised and away from peers.
- A meeting with the Headteacher, Class teacher and parents should take place prior to a managed exclusion.

Fourth Action

- When previous actions are not successful, a move to suspensions or permanent exclusions may be considered.

All Level 3 behaviours must be recorded on CPOMS.

Serious Incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting / Physically striking adults
- All forms of bullying
- Racist, sexist or homophobic comments
- Using abusive/offensive language
- Sexualised behaviour including child on child abuse
- Theft / vandalism
- The use of weapons of any description

All serious incidents must be recorded on CPOMS.

Behaviour outside of school

We encourage children to show our expectations of "Ready, Respectful and Responsible" in the wider community as well as in school. If behaviour incidents occur while children are travelling to or from school, we will investigate and respond appropriately. It may not always be necessary for school to become involved as this could be deemed "outside of school" behaviour and therefore the responsibility of the parents. The Headteacher will make this decision based on the situation and parents will be

contacted by a member of school staff. If it is deemed appropriate for school to become involved, suitable consequences may include and are not limited to:

- Contact with parents
- Parents to pick up their child from school
- Amended drop off and pick up arrangements agreed with parents
- Police/other agency involvement if deemed appropriate.

Child-on-Child abuse including sexualised abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age. St Joseph's Catholic Primary School has a zero-tolerance approach to abuse, including child-on-child abuse.

We will refer to the specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures.

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

Further details can be found in our Child Protection and Safeguarding Policy.

Use of reasonable force

Although every opportunity will be taken to diffuse a situation and support pupils to regulate, there will be occasions when pupils put themselves or others at risk of harm, a physical intervention may be necessary to keep themselves and others safe. These situations may include:

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their own safety or disrupt the behaviour or safety of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Where a child has identified SEND, the school will make all reasonable adjustments to reduce use of reasonable force. This may be part of an agreed plan devised in consultation with parents and other professionals. Parents will be informed if their child is involved in a significant incident. Please refer to the DFE document "Reducing the need for Restraint and Restrictive Intervention in School" (June 2019)

Physical intervention must be recorded as a Physical Intervention log on CPOMS. This will be monitored by the SLT and where appropriate, a meeting will be held to discuss the intervention, debrief and put in appropriate adjustments to provision. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship. This intervention will also be communicated to parents of the child involved.

Uniform Expectations

We have clear guidance for appropriate uniform in school including information regarding make up and jewellery. If children are not wearing appropriate uniform, parents may be contacted and school will provide suitable alternatives for them to wear. Similarly, if children are wearing makeup, false nails, nail varnish or jewellery, parents will be contacted in order for this to be removed. Reasonable adjustments can be made for those children with Special Educational Needs where appropriate.

Searching and Confiscating Property

As a school, we reserve the right to use searching, screening and confiscation powers appropriately to ensure pupil and staff welfare is protected and to establish an environment where everyone is safe. We adhere to the guidance outlined in the document 'Searching, Screening and Confiscating – Advice for Schools July 2022'.

Suspension/Permanent Exclusion

Owing to our inclusive ethos at St Joseph's, the decision to internally exclude, suspend or permanently exclude will be as a last resort. However, if a serious incident occurs where staff or children are put at risk, a consequence may be that the child is unable to return to their class (internal exclusion) or school (suspension) for a fixed period of time or in extreme circumstances, maybe subject to a permanent exclusion in which case we will refer to the Statutory DFE Guidance 'Suspension and Permanent Exclusion Policy'. The decision to exclude sits with the Headteacher and in their absence, the Assistant Headteacher. Where suspension is necessary, an effective action plan is put in place in consultation with the parent to establish steps moving forward. Alternatively, or in addition, the child's time in school may be adapted to limit the reoccurrence of any incident or to maintain safety. Where a child has identified SEND, the school will make all reasonable adjustments to reduce the risk of exclusion or further exclusions.

Parent's Responsibility

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

The Relationships and Regulation Policy is displayed on the school website. We expect parents to read and support this. If a member of school staff has concerns about a child's welfare or behaviour, parents will be contacted. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Assistant Headteacher may then be involved, then the Headteacher and, if the concern remains, they should contact the school governors. We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

Legal framework

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

- Keeping Children Safe in Education 2022
- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010

- DfE (updated 2020) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (updated 2021) 'Statutory framework for the early years foundation stage'
- Behaviour in Schools: Advice for Headteacher and School Staff - September 2022
- Use of reasonable force – Advice for School Leaders, Staff and governing bodies 2013
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England - September 2022

This policy operates in conjunction with the following school policies:

Health and Safety Policy

Safeguarding Policy

SEND Policy

Anti-Bullying Policy

Equality Policy

To be reviewed: September of each year.

Appendix 1



'Living Life to the Full!'



Our School Values

Respect Faith Courage

Collaboration Resilience Ambition

Ready

Respect

Responsible

Recognition

Dojo points
Certificates
Feel Good Friday
Buddy Time / Football (Y6)

Resilience

Conversations PIP & RIP
(Praise in Public / Reprimand in Private)
Pay back learning in social time
Reflect & Rest / Pause

At St Joseph's we believe that all behaviour is communication, so every effort must be made to understand it.

All consequences must be viewed as a conversation to improve future behaviour. All responses to unwanted behavior should be immediate and consistent.

Reflect and Rest

Support

Validate
Stop behaviour and validate feelings
Contain
Make the unbearable survivable
Regulate
Meet the intensity, calm and sooth

Routines

Say Hey Your Way
Uniform
Smart, Silent & Sensible lining up and walking
Marvellous Manners

Appendix 2

30 second scripted intervention for Level One/Two behaviour in class

	Steps	Actions
1	Reminder	<p>You should be ... Thank you</p> <p><u>Allow a cool down time -adult to walk away</u></p>
2	Warning	<p>You are still ... if you continue you will lose 2 minutes of your social time, you should be ... Thank you</p> <p><u>Allow a cool down time – adult to walk away</u></p>
3	Consequence	<p>You are still ... so you will lose 2 minutes of Feel Good Friday.</p> <p>EYFS children will be given 2 minutes 'Time Out' at the time of the behaviour rather than wait till Feel Good Friday at the end of the week.</p>
4	<u>Repair/Social Time</u>	<ul style="list-style-type: none"> • Discuss the behaviour and why it is not acceptable in class. • Remind the child that every day is a new day. • Complete Pause / Reflect & Rest sheet.

30 second scripted intervention for Level One/Two behaviour outside

	Steps	Actions
1	Reminder	<p>You should be ... Thank you</p> <p><u>Allow a cool down time -adult to walk away</u></p>
2	Warning	<p>You are still ... if you continue you will lose 2 minutes of your social time, you should be ... Thank you</p> <p><u>Allow a cool down time – adult to walk away</u></p>
3	Consequence	<p>You are still ... so you will lose 2 minutes of social time.</p> <p>Children to be sent into school for cool down time.</p>
4	<u>Repair/Social Time</u>	<ul style="list-style-type: none"> • Discuss the behaviour and why it is not acceptable in outside. • Remind the child that every day is a new day. • Complete Pause / Reflect & Rest sheet.

Pause

What happened?

How were you feeling?



Angry



Confused



Scared



Annoyed



Sad



something else

How were they feeling?



Angry



Confused



Scared



Annoyed



Sad



What can we do now?



Say sorry



Share ideas



Make a plan



Something else

We have agreed to:

Date:

Sign:    

Reflect and Reset

What happened?



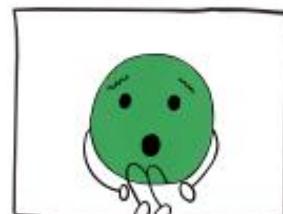
How were you feeling?



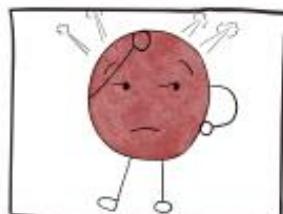
Angry



Confused

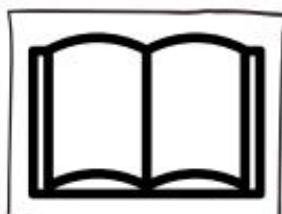


Scared

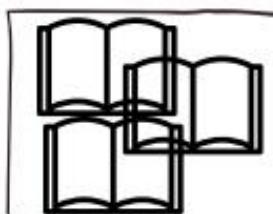


Annoyed

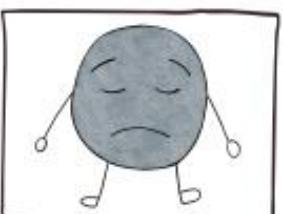
What was the impact of your choice?



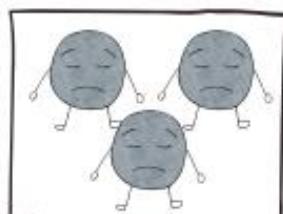
I stopped myself from learning



I stopped others from learning



I feel sad

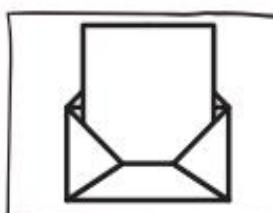


I have made others feel sad

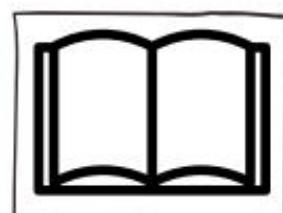
What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

Reflect and reset

What happened?

I felt

They felt

What now?

Talk about it



Solve a problem



Write a letter



Something else

Say sorry



Journal



Make a plan for next time

