

St Joseph's Catholic Primary School, Worcester

'Following Jesus in all we do'



Behaviour...

Working Together

to Create a Positive Environment

Policy

2022-2023

Contact Details:

Head Teacher

Mrs Louise Bury

St Joseph's Catholic Primary School,

Chedworth Drive,

Warndon,

Worcester

WR4 9PG

Telephone: 01905 452772

Email: office@st-josephs-pri.worcs.sch.uk

St Joseph's Catholic Primary School has invested in supporting the very best possible relational health between:

Parent and child

Child and child

Child and school staff

Parent and school staff

School staff

School Staff and Senior Leads

School staff and external agencies.

This policy works alongside our school Behaviour procedures. At St Joseph's Catholic School Worcester, our discipline and behaviour policy is not based on punishments, sanctions and isolation but one that models enquiry, resolution and interactive repair (e.g restorative conversations).

To this end St Joseph's Catholic Primary School is committed to educational practices, which Protect, Relate, Regulate and Reflect.

Protect

- All teachers to use increased 'safety cues' in all aspects of the school day through the use of meet and greet by members of SLT at the school gate also teachers and TA's at the classroom door. If children are late then they are greeted by the teacher or TA when they arrive.
- School **staff to be trained in the PACE modes of interaction** (Hughes 2015): being warm, empathetic, playful and curious. These have been proven to shift children out of the flight/fright/freeze positions.
- School staff are to ensure that interactions with children are to be socially engaging and not socially defensive. This is to decrease chances of children relating defensively through flight/fight/freeze.
- There is a **whole school commitment to cease using harsh voices, shouting, put-downs, criticisms and shaming. These are proven to be damaging psychologically and neurologically.**
- School staff will 'interactively repair; the occasions when they themselves move into defensiveness.
- To use 'I wish my teacher knew' at the start of the year but also for children to use at any time through the use of the class worry box which will be checked by the teacher every day, This pedagogic intervention helps staff get to know the children better and is key to them feeling safe enough to talk about painful life experiences, which are interfering with their ability to learn and their quality of life.
- All vulnerable children have easy access on a daily basis to at least one named **Emotionally Available Adult**, and these children know when and where to find that

adult. If the child does not want wish to connect with this adult then an alternative person is found.

- School staff need to adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This will include removing vulnerable and traumatised children in a kind and non- judgemental way from situations they are not managing well in. This maybe children who keep 'triggering' into alarm states in the main playground given access to a separate calmer, smaller playground.
- Provision for children of a clear, confidential and non-shaming system of self- referral for help/talk time.
- The nurturing of school staff in such a way that they feel truly valued and emotionally regulated enough to be able to interact throughout the school day with social engagements.

Relate

- All school staff to be trained in emotional coaching and in relating to children in terms of the four key relational needed for secure attachment, affect attachment, empathy, soothing and containment.
- There will be a whole school commitment to enabling children to see themselves, their relationships and the world more positively, rather than through a lens of threat, danger and self-blame.
- There will be relational opportunities for vulnerable children with emotionally available adults at school to enable them to make the change from 'blocked trust' (not feeling psychologically safe with anyone) to trust and from self-help to seeking help.

Regulate

- The implementation of interventions designed to bring down stress hormone levels (eg toxic to tolerable) in vulnerable children to allow them to feel calm, soothed and safe. This is in place to support learning, quality of life and protect against stress induced physical and mental illness, now and later in life.
- Evidence based nurturing and regulatory interventions that aim to repair psychological damage and brain damage caused by traumatic life experiences, through emotionally enriched regulating and playful, enriched adult - child interactions.
- The emotional well being and regulating of staff is treated as high priority to prevent burn -out, stress-related absence or leaving the profession through stress-related illness, secondary trauma and feeling undervalued, blamed or shamed.
- Designated staff-only spaces, which are specifically designed to support the release of natural anti-stress, pro-social neurochemicals (opioids and oxytocin).

Reflect

- Staff will be supported in the art of good listening, dialogue, empathy and understanding (instead of asking lots of questions and giving lectures).
- There will be a provision of skills and resources to support parents and staff to have meaningful empathic conversations with vulnerable children who want to talk about their lives in order to empower children to better manage their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are to be provided with the means to symbolise painful life experiences through images rather than solely through words, should they wish to do so, as a key part of 'working through' and memory re-consolidation. To this end, there is the provision of different modes of expression for children e. art/play/drama/music/sand-play/emotion worksheets.
- The PHSE curriculum will be informed by current research (psychological and neuroscience) on mental health, mental ill-health, relationship health, family, parenting, intimate relationships and tools for how to do life well. The curriculum content will enable children to make informed choices about how they relate to others and how they choose to treat their brains, bodies and minds now and in the future.
- Staff will be trained to help children move from 'behaving' their trauma/painful life experiences, to reflecting on those experiences through empathic conversation in order to address negative self-referencing and help them to develop coherent narratives about their lives.

Date: 7th September 2022

Review Date: September 2023