



Our Lady of Lourdes  
Catholic Primary School

# Behaviour and Relationships Policy and Emotional Regulation Framework

**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.**

*Love, Live and Learn as Jesus Taught Us*

Our Lady of Lourdes Catholic Primary School fully recognises its responsibilities for safeguarding and child protection.

## **SAFEGUARDING – Keeping ALL of our children safe**

POLICY AGREED by Governing Body (date):	26 September 2023
POLICY PUBLISHED (including uploaded onto website – date):	27 September 2023
NEXT REVIEW (date):	September 2024
Signed Electronically by Chair of Governors (Joan Curran)	<i>J Curran</i>
Signed Electronically by Headteacher (Oliver Bell)	<i>O Bell</i>

KEY SAFEGUARDING PERSONNEL			
ROLE	NAME	TEL.	EMAIL
Headteacher	Mr Olly Bell	01454 867160	<a href="mailto:oliver.bell@olol.org.uk">oliver.bell@olol.org.uk</a>
Designated Safeguarding Lead (DSL)	Mr Olly Bell	01454 867160	<a href="mailto:oliver.bell@olol.org.uk">oliver.bell@olol.org.uk</a>
Deputy DSL(s)	Mrs. Theresa Gee Mr Anthony Hamlen	01454 867160	<a href="mailto:theresa.gee1@olol.org.uk">theresa.gee1@olol.org.uk</a> <a href="mailto:anthony.hamlen2@olol.org.uk">anthony.hamlen2@olol.org.uk</a>
Nominated Governor	Mr Jim Corrigan Mrs Gemma Legg		<a href="mailto:jim.corrigan@olol.org.uk">jim.corrigan@olol.org.uk</a> <a href="mailto:gemma.legg@olol.org.uk">gemma.legg@olol.org.uk</a>
Chair of Governors	Mrs. Joan Curran		<a href="mailto:joan.curran@olol.org.uk">joan.curran@olol.org.uk</a>
Designated teacher for Looked After Children	Mr. Olly Bell	01454 867160	<a href="mailto:oliver.bell@olol.org.uk">oliver.bell@olol.org.uk</a>
<b>The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2023)</b>			

If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.	
<b>South Glos. Children’s Social Care Referrals:</b>  <b>South Glos. Access and Response</b> ( <i>Student’s home postcode falls within South Glos</i> ) <b>Bristol Children’s Services</b> ( <i>Student’s home postcodes fall within Bristol</i> )  <b>Local Authority Designated Officer (LADO)</b> , Tina Wilson in relation to allegations against a member of staff	<b>Telephone number 01454 866000</b>  <b>Telephone number 0117 9038700</b>  <b>01454 868508 or <a href="mailto:lado@southglos.gov.uk">lado@southglos.gov.uk</a></b>

**1. Equality Impact Assessment (EIA) Part 1: EIA Screening**

**2.**

<b>Policies, Procedures or Practices:</b>	Behaviour and Relationships Policy and Emotional Framework	<b>DATE:</b>	September 2023
<b>EIA CARRIED OUT BY:</b>	Olly Bell	<b>EIA APPROVED BY:</b>	Joan Curran

**3. Groups that may be affected:**

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	<b>Existing or potential adverse impact</b>	<b>Existing or potential for a positive impact</b>
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	N	
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	N	
<b>Gender reassignment</b> (transsexual)	N	
<b>Marriage and civil partnership</b>	N	
<b>Pregnancy and maternity</b>	N	
<b>Racial groups</b> (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)	N	
<b>Religion or belief</b> (practices of worship, religious or cultural observance, including non-belief)	N	
<b>Sex</b> (male, female)	N	
<b>Sexual orientation</b> (gay, lesbian, bisexual; actual or perceived)	N	

**4. Any adverse impacts are explored in a Full Impact Assessment.**

## 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.

## 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.

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 specific 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.

Our school provides children, staff and parents with consistent guidelines in the way expected, pro-social behaviour will be rewarded and the way unexpected, undesirable behaviour will be addressed. All staff are expected to take a pro-active role in behaviour management and be consistent to the school's agreed expectations, rewards and consequences.

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 expect everyone in our school community to be **safe, ready and respectful**. (See Appendix A)

## 3) Behaviour Descriptors and Responses (See Appendix B)

Adults are asked first to **give attention to positive behaviour** to indirectly address any dysregulation by reminding/ signposting children back to the expectations of being safe, ready and respectful. Children are recognised for demonstrating such positive behaviour and are rewarded for going over and above these expectations.

Where a child's behaviour is not safe, ready or respectful, this will first be acknowledged, and then may require further reminders of what is expected and agreed. Further action and consequences, including support

from the senior leadership team may be required if this behaviour persists or escalates. In each case, we focus on a reflective response, resulting in reparation and closure.

This may involve children completing a 'Think Sheet' or reflection following any behaviours requiring action (Appendix C). Children are encouraged to make choices and to accept the logical consequences of their actions. Where appropriate, children will be encouraged to apologise for their actions either verbally or in a letter or card. For instances requiring a higher level of action, a personalised approach will be taken to 'putting things right'.

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.

The overriding aim of our school is to teach and support children to behave with self-regulation in all aspects of their lives. We recognise that this is a developmental process for which our school provides the necessary nurturing.

Where possible and appropriate, **we praise in public and intervene in private.**

#### 4) Stages of Regulation (See Appendix D)

**All behaviour is a form of communication**, and when it manifests as not being safe, ready or respectful, it may be indicating an unmet need or emotion. Therefore, alongside the behaviour descriptors and responses, pupils who are dysregulated will receive **swift and positive attention** by school staff. Where appropriate, support will be given to identify and reduce triggers, following the stages of regulation. There are 4 stages: Time, Space, Adult and Consequence.

Some incidents will involve an immediate move to a stage. This is where the dysregulation is judged to be having a serious negative impact on the safety, wellbeing or learning of the pupil and/ or others. The pupil's parent/carer will be informed about the incident by the class teacher at Stage 3 and by a member of the senior leadership team at Stage 4.

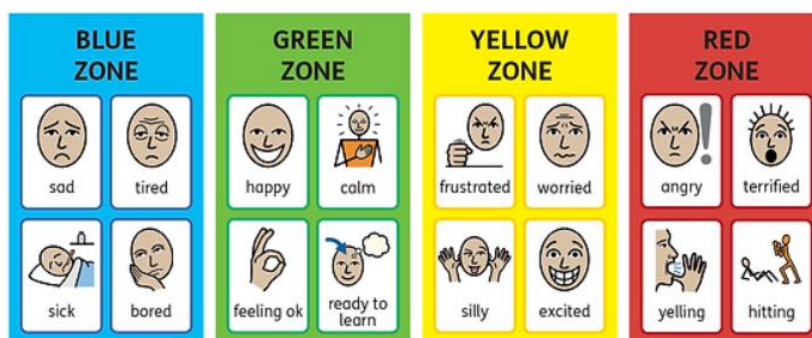
Pupils whose behaviours are not resolved by the general arrangements outlined in this policy will be referred to the school based stages of the SEN Code of Practice and may have an individual regulation plan drawn up in collaboration with parents. This would include specific people, phrases, places and 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.

#### 5) Zones of Regulation (See Appendix E)

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 zones:



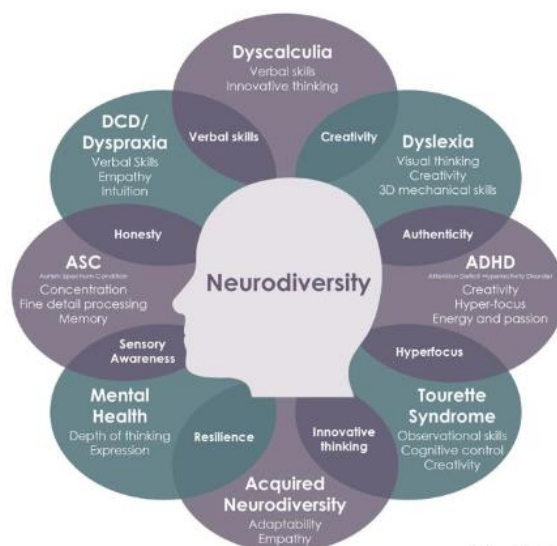
- To develop and learn tools to stay in or move between zones
- For both adults and children themselves to recognise triggers and when to use tools
- To recognise others' emotions and how own behaviour impacts others

## 6) Regulation Friendly Classrooms

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 but this may be a child coping, regulating or focusing. The children you see may be neuro-diverse. Between 30% and 40% of the UK population are thought to be neuro-diverse.



Dr Nancy Doyle, based on the work of Mary Colley

## 7) Promoting Positive Wellbeing and Building Relationships

Staff are completely committed to ensuring the well-being of all the children in their care. We recognise the need to create the conditions for positive behaviour and limit the situations where inappropriate or undesirable behaviour might occur. Staff use Dan Hughes' (2020) 'PACE' approach (Playfulness, Acceptance, Curiosity, Empathy) in their interactions with children. In addition, they use techniques such as morning greetings, circle time, meditation and our PSHE curriculum to enable pupils to express their views, air problems and, most importantly, build connections in the classroom.

Our Lady of Lourdes Catholic Primary operates an open-door policy for pupils and parents in which problems can be discussed and resolved. We want pupils to be confident in approaching any adult if they have a worry about their own or another person's inappropriate behaviour. All pupils in the school are aware of staff who they can talk to – particularly their class teacher or member of support staff.

## 8) Suspensions and Exclusions

Some pupils may demonstrate a pattern of persistent and sustained incidents of significant and entirely unacceptable behaviour within the school community. Each incident will be logged and the procedural requirements of the statutory guidance for those with legal responsibilities in relation to exclusion will be applied. A suspension (previously known as a fixed-term exclusion) from the school site may be issued where the situation cannot be managed within the school family.

Where there is a clear and serious and/ or sustained breach of this policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, a permanent exclusion may be issued and potential removal from the school roll.

A copy of the national guidance for school suspensions and permanent exclusions is available to view here: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-suspensions-and-permanent-exclusions)

Examples of unacceptable behaviours/ breaches of this policy (this is not an exhaustive list):

- Physical, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and sustained verbal abuse
- Racist abuse
- Abuse against sexual orientation and gender identity
- Abuse relating to disabilities
- Theft, extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others is seriously hindered
- Inappropriate use of social media or online technology
- Persistent or general disruptive behaviour
- Wilful and repeated transgression of protective measures in place to protect public health
- Sexual violence and sexual harassment
- Possession of / use of banned items such as mobile phones or other device

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.

## 9) Use of Reasonable Force (See Appendix F)

**P** **Playfulness**  
 • Playfulness in interactions can diffuse conflict and promote connection  
 e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)

**A** **Acceptance**  
 • Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement

**C** **Curiosity**  
 • Being curious to where a behaviour has come from (in your head or out loud.)

**E** **Empathy**  
 • Really connecting with how they are feeling and showing compassion

P.A.C.E. is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

*Illustrated by Jodie Jones*

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. In this case our use of reasonable force will be in line with DfE and LA guidelines and training.

## **10) Partnership**

School staff will use a structure of common/ consistent language and scripts to help pupils to be safe, ready and respectful. Non-verbal communication and visual cues will also be used.

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.

## **11) Appendices**

A	Safe, Ready and Respectful 'Top 5 Tips'
B	Behaviour Descriptors and Responses
C	Think Sheets
D	Regulation Stages
E	Zones of Regulation
F	Home / School Partnership Agreement
G	Use of Reasonable Force
H	Further Guidance for Adults
I	De-escalation Strategies
J	Useful Definitions


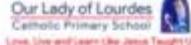


Appendix A: Safe, Ready and Respectful 'Top 5 Tips'



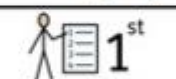


 |    
 Love, Live and Learn Like Jesus Taught Us

We keep ourselves and others safe by:

1	using kind words, hands and feet towards ourselves and others	
2	staying in our classrooms during learning time with our adults	
3	using a safe space when we ask or when an adult tells us to	
4	behaving safely with school furniture and equipment	
5	protecting ourselves online	

 |    
 Love, Live and Learn Like Jesus Taught Us

We show we are ready to learn by:

1	approaching our learning with positivity	
2	actively listening to adults with our eyes and ears	
3	following instructions first time	
4	asking if we need help	
5	bouncing back from mistakes	





We are respectful to everyone by:

1	celebrating our differences and what makes us unique	
2	telling the truth	
3	looking after school equipment and the environment	
4	saying sorry and making right if I have hurt somebody with my words or actions	
5	standing up for another person who I see to be hurt	

Appendix B: Behaviour Descriptors and Responses

Expected behaviours	Response	Useful language prompts
<ul style="list-style-type: none"> <li>• Following the ‘Top 5 Tips’ for being safe, ready and respectful</li> <li>• Following agreed class rules/mission statement</li> <li>• Respecting others and their property</li> <li>• Taking turns</li> <li>• Listening well to adults and other children</li> <li>• Responding in a timely way to instructions</li> <li>• Speaking politely and greeting members of the school community</li> <li>• Keeping coat peg area tidy</li> <li>• Promoting a quiet learning environment in the classroom</li> <li>• Showing kindness towards others</li> </ul>	<ul style="list-style-type: none"> <li>• See language prompts</li> <li>• Be specific with praise by naming the rule/expectation that is being demonstrated</li> <li>• Awarding house points</li> <li>• Head Teacher certificate every week</li> <li>• Use of class specific reward systems</li> </ul>	<ul style="list-style-type: none"> <li>• “[NAME] – thank you for looking this way to show me that you are ready.”</li> <li>• “[NAME] you helped find a pencil for your friend – you deserve a house point.”</li> </ul>
Behaviours requiring an acknowledgment	Response	Useful language prompts
<ul style="list-style-type: none"> <li>• Not following the ‘Top 5 Tips’ for being safe, ready and respectful</li> <li>• Out of seat</li> <li>• Calling out and interrupting the teacher</li> <li>• Noises to distract others</li> <li>• Disturbing others from learning</li> <li>• Inappropriate language (not aimed at others)</li> <li>• Beginning to challenge instructions or refusal to do learning</li> <li>• Unkind words</li> <li>• Improper use of equipment</li> <li>• Refusal to follow instructions given by adults</li> </ul>	<ul style="list-style-type: none"> <li>• See language prompts</li> <li>• Link back to the class rules/mission statement and the routine/expectation that isn’t being followed</li> <li>• Congratulating a pupil who is following instruction/showing expected behaviour</li> <li>• Acknowledge discreetly – don’t draw attention to the unexpected behaviour</li> <li>• Refer to ‘Regulation Stages’ if child appears emotionally dysregulated</li> </ul>	<ul style="list-style-type: none"> <li>• “Do you remember that one of our class rules is ...Please show me this”</li> <li>• “I am really pleased to see [NAME]...Thank you so much [NAME]”</li> <li>• “[NAME] are you okay? Is there anything I can help with?”</li> <li>• “[NAME] you seem to be finding...difficult. How can I help you?”</li> </ul>

Behaviours requiring a reminder	Response	Useful language prompts
A repetition of behaviours detailed above	<ul style="list-style-type: none"> <li>• See language prompts</li> <li>• More assertive tone than acknowledgment (although not aggressive and still discreet)</li> <li>• Link back to the class rules and the routine/expectation that isn't being followed</li> <li>• Congratulating a pupil who is following instruction/showing expected behaviour</li> <li>• Acknowledge discreetly – don't draw attention to the unexpected behaviour</li> <li>• Present option to utilise regulation space</li> <li>• Refer to 'Regulation Stages' if child appears emotionally dysregulated</li> <li>• Once reminder given, walk away so as not to get embroiled in negotiation/discussion</li> </ul>	<ul style="list-style-type: none"> <li>• "[NAME] I expect you to..."</li> <li>• "[NAME] you know that...is one of our class expectations."</li> <li>• "I am really pleased to see [NAME]...Thank you so much [NAME]."</li> <li>• "[NAME] would it be useful to use the regulation space/[another tool] to help you get back in the green zone?"</li> </ul>
Behaviours requiring action	Response	Useful language prompts
Repetitions of behaviours detailed above	<ul style="list-style-type: none"> <li>• See language prompts</li> <li>• Think sheet or reflection to be completed and discussed with an adult at end of session</li> <li>• Refer to 'Regulation Stages' if child appears emotionally dysregulated</li> <li>• Year 2 to Year 6 - Any work missed or not completed needs to be sent home</li> </ul>	<ul style="list-style-type: none"> <li>• "[NAME], I notice that you are still...[specify unwanted behaviour]."</li> <li>• "You have broken our class/school expectation of...and so you need to complete a 'think sheet' at the end of the session"</li> <li>• Year 2 to Year 6 - "Any work that you don't finish now will go home with</li> </ul>

	<p>(something on paper that can be completed independently) and this communicated to the parent, ideally in person.</p> <ul style="list-style-type: none"> <li>• Log behaviour with response/action/outcome on CPOMS</li> </ul>	<p>you tonight so that you don't miss anything. I will speak to your parents about this at the end of the day."</p> <ul style="list-style-type: none"> <li>• "We will talk about your think sheet at the end of the session."</li> </ul>
<p>When a child regulates effectively, or has completed a think sheet, they will be given an opportunity for a fresh start Where a child has completed 3 think sheets/reflections in a week, parents will be informed by the class teacher</p>		
<p><b>Behaviours requiring a higher level of action (dangerous or severe)</b></p>	<p><b>Response</b></p>	
<ul style="list-style-type: none"> <li>• Causing physical harm to another</li> <li>• Threatening language</li> <li>• Causing intentional damage to property</li> <li>• Racist/religious/homophobic incident</li> <li>• Wilful and persistent actions</li> </ul>	<ul style="list-style-type: none"> <li>• "[Name the behaviour] is not acceptable and does not follow our school/class values or expectations."</li> <li>• Ask a member of the core leadership team to come to the class (rather than walking the child somewhere else).</li> <li>• Speak to the child discreetly (not in front of the class) with a member of the leadership team present to show that you still have the authority.</li> <li>• Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation.</li> <li>• A member of the leadership team, in discussion with teacher, will determine appropriate course of action but this will include communication with parents and an opportunity for reparation.</li> <li>• A suspension or exclusion may be considered depending on the circumstance</li> <li>• Class teacher/member of leadership team to log behaviour with response/action/outcome on CPOMS</li> </ul>	

Appendix C: Think Sheets

Date: \_\_\_\_\_

### Think Sheet

My name is: \_\_\_\_\_

**What I did:**

Not listening     Distracting others     Unkind words     Unkind hands     Not taking care

**It made me feel:**

Sad     Angry     Scared

**It made someone else feel:**

Sad     Angry     Scared

**Another time I could:**

Ask for help     Go to a calm place     Say 'STOP!'     Count to 10

Take turns     Say sorry     Walk away

Why did I do it? \_\_\_\_\_

What help do I need? \_\_\_\_\_

Date: \_\_\_\_\_

### Reflection Sheet

My name is: \_\_\_\_\_

**What I did:**

Not listening     Distracting others     Unkind words     Unkind hands     Not taking care

**It made me feel:**

Sad     Angry     Worried     Frustrated     Confused     Embarrassed

**It made someone else feel:**

Sad     Angry     Worried     Frustrated     Confused     Embarrassed

**Another consequence of my actions was:**

\_\_\_\_\_

**I could make this better by:**

\_\_\_\_\_

**Another time I could:**

Ask for help     Go to a calm place     Say 'STOP!'     Count to 10

Take turns     Say sorry     Walk away

Why did I do it? \_\_\_\_\_

What help do I need? \_\_\_\_\_

What happened? \_\_\_\_\_

How were you feeling? \_\_\_\_\_

How can we make it right? \_\_\_\_\_

What can we do next time? \_\_\_\_\_

shouted	left out of a game	said something unkind	hit
pushed	damaged	tore	kicked
upset	lonely	angry	tired
frustrated	bored	unsure	something else
have a tug	play together	cool down	repair damage
time away	shake hands	ask an adult for help	say sorry
use my words	take 5 deep breaths	tell an adult	go to a quiet place
do a star jumps	count to 10	use fidget toy	walk away

Appendix D: Regulation Stages

	<b>Stage 1 TIME</b>	<b>Stage 2 SPACE</b>	<b>Stage 3 ADULT</b>	<b>Stage 4 CONSEQUENCE</b>
<b>Scenario</b>	Adult notices child is dysregulated	Child is still dysregulated	Child need co-regulation	Breach of behaviour policy
<b>Actions</b>	Zones of regulation check-in. Use example scripts. Use of regulation plan if present.			
	Child needs regulation resources in class. Use tools or space within the room/ or corridor. Support from in class adult. Ensure child is not forced to be secluded.	Child given 2 options from agreed spaces (other classrooms/'safe spaces'). In class adult to support transition and return to class.	Child needs key adult support to co-regulate away from other children.  Parent/ Carer invited on site or contacted on phone to support regulation. This may not be appropriate or possible depending on the scenario.	This may be a serious breach or persistent breaches. An investigation into the incident(s) will take place. This will include pupil voice if possible. Only the Headteacher can make the decision to suspend. When establishing facts the civil standard of proof is applied (on the balance of probabilities)
<b>What changes?</b>	Change the activity	Change the space the child is in	Change the adult	Change the setting
<b>Example scripts</b>	My most important job is to keep you safe. I want you to be regulated. I care about you. I want you to be in the green zone. I want you to be safe, ready and respectful. I can see you are dysregulated. I want to help.	I can see you are still dysregulated. I've noticed you are still not safe/ ready/ respectful. To help, let's change the space.	You've had time and space and are still in the blue/ yellow/ red zone. You need an adult to co-regulate.	You have tried to regulate, adults have tried to help you/ co-regulate and you are still in the red zone/ not being safe, ready, respectful. There is a consequence for this and I need an adult from home to help you.
<b>Recording / Reporting</b>	Teacher's own informal records/ discussions with phase lead	Teacher's own informal records/ discussions with phase lead	<ul style="list-style-type: none"> <li>Log on CPOMS - Include when, how long, who with, where (ABCC)</li> <li>Contact made with parent where appropriate.</li> <li>Write/ review individual regulation plan where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Log on CPOMS - Include when, how long, who with, where (ABCC)</li> <li>Contact made with parent</li> <li>Write/ review individual regulation plan/ provision/ support.</li> <li>If suspension/exclusion – follow up letter home, inform LA.</li> </ul>
<b>Previously known as</b>	Time out	Move out	Internal exclusion	Exclusion

## Appendix E: Zones of Regulation

There are four zones within the programme:

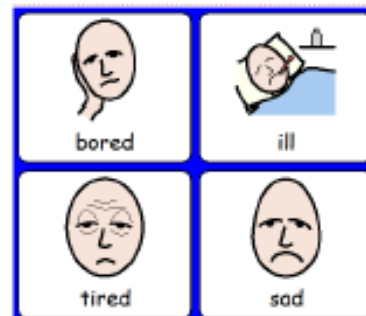
**The Green Zone** is used to describe a calm state of alertness. This is the zone where optimal learning occurs. The emotions in the green zone are:



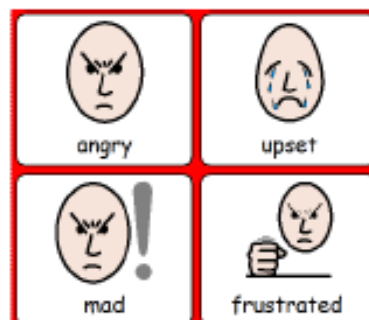
**The yellow zone** is used to describe a heightened state of alertness and elevated emotions; however the child still has control over their emotions. The emotions in the yellow zone are:



**The Blue Zone** is used to describe a low state of alertness and arousal. The emotions in the blue zone are:



**The Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A child may not have control over their own emotions and behaviours if they are in the red zone. The emotions in the red zone are:





## Appendix F: Home / School Partnership Agreement

Our Lady of Lourdes Catholic Primary School

### HOME / SCHOOL PARTNERSHIP AGREEMENT



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.

**LOVE, LIVE AND LEARN AS JESUS TAUGHT US**

September 2023

Our Lady of Lourdes Catholic Primary School

### HOME/SCHOOL PARTNERSHIP AGREEMENT

#### The school will:

- Provide a positive, enriching and caring learning environment in which your child can flourish.
- Embrace the Catholic teachings of the Gospel according to its Values.
- Establish and nurture a home / school learning partnership in the best interests of your child.
- Strive continually to provide the best possible educational opportunities for your child; rooted in our beliefs, our values and our skills.
- Plan, deliver and evaluate work appropriate for the child. Use assessment, target setting, feedback and marking to enable the child to move on in their learning.
- Identify your child's 'starting point' and provide support and challenge to strive for excellence to achieve their highest unique standard of personal, social, spiritual and intellectual development.
- Always keep your child's safety and wellbeing as the main priority.
- Communicate regularly with parent partners; sharing successes and improvements in work or behaviour, and raising concerns regarding health, work or behaviour patterns which are affecting the child and his/ her performance, as appropriate.
- Inform parents/carers of your child's progress through in/formal Parent meetings and the school's Annual Record of Achievement to parents.
- Keep parents informed about school policy and procedure, new initiatives, special events and activities through regular newsletters, workshops and meetings.

Signature: *O.Bell* (Headteacher)

September 2023

**Our Lady of Lourdes Catholic Primary School**

**HOME/SCHOOL  
PARTNERSHIP AGREEMENT**

As a parent / carer of a pupil at Our Lady of Lourdes Catholic Primary School, I will:

- Ensure my child attends school regularly (national expectation at least 96% attendance annually).
- Actively support the school's Aims, Christian Values and Behaviour policy.
- Encourage my child to approach learning with their best efforts.
- Model positive social behaviours and encourage my child to consistently show kindness and consideration to others.
- Teach my child to take responsibility for his / her actions, words and property.
- Actively support my child and seek out regular opportunities for home learning.
- Establish a positive relationship based on regular, honest communication about my child's wellbeing (health, happiness and achievement) between home and school.
- Attend Parents' Evenings and appropriate information meetings set up to discuss and support my child's progress.
- Not discuss the business of the school or children attending school in any public forum including social networking sites.
- Contribute towards the culture of safeguarding for all children in the school.
- Have trust in the Home/School partnership.

Signature:.....Name:.....

**September 2023**

**Our Lady of Lourdes Catholic Primary School**

**HOME/SCHOOL PARTNERSHIP  
AGREEMENT**

As a pupil at Our Lady of Lourdes Catholic Primary School, I will:

- Attend school regularly and on time.
- Treat everyone - children and adults - always with kindness and respect.
- Behave sensibly so we can be happy and safe as we learn at school.
- Do my best every day to be the best learner I can be.
- Take responsibility for my words and actions.
- Say sorry and seek reconciliation if I hurt another person.
- 'Stand up Now' for another person who I see to be hurt.
- Wear my school uniform with pride and bring all the equipment I need every day.
- Take care of the school equipment and furniture.
- Take pride and look after our school environment.
- Actively contribute to making our school community the best it can possibly be for everyone in it.
- Every day, aim to Love, Live and Learn as Jesus Taught us.

Signature.....Name.....

**September 2023**

## Appendix G: Reasonable Force

### **'Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies' July 2015**

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact with pupils. In a school, reasonable force is used for two main purposes – to control pupils or to restrain them.

**\*Control** means either **passive physical contact**, such as standing between pupils or blocking a pupil's path, or **active physical contact** such as leading a pupil by the arm out of a room.

**\*Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Reasonable force can be used by staff to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We are aware of the duty to make reasonable adjustments for disabled children and children with specific special educational needs. Within our school setting, it is agreed that there is generally little need for use and restraint will be the last avenue to ensure safety for the child. In this case our use of 'Reasonable force' will be in line with DfE and LA guidelines and training.

**It is always unlawful to use force as a punishment.**

The staff and Governing Body agree to the DfE 'Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies' July 2015, in line with Local Authority recommendations.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Appendix H: Further Guidance for Adults

At different times, school staff take on different roles e.g. teacher, learning coach, play leader, co-regulator. This guidance is for all adults, in all roles.

- We recognise that **every interaction is an intervention**.
- Each interaction must **be reasonable, proportionate and necessary**.
- Interactions will be **positive and supportive**.
- We aim for **first attention to best conduct** (children meeting and exceeding our 3 key expectations **safe/ready/respectful**)
- Recognition and regulation should surpass consequence.
- Where possible and appropriate **praise in public and intervene in private**.
- Adults will follow individualised regulation plans for children.
- Adults will draw from a bank of example scripts which provide a **common structure/ language**.
- Our words have the power to destroy and the power to build up (Proverbs 12:6).
- Sometimes it is important for adults to be **present but silent**.
- Other adults will check in for support by using the phrase, **“Help is available.”** to the regulating adult.

**General scripts for:**

<b>Re-route a power play examples</b>	<b>Acknowledgements</b>	<b>Avoid</b>	<b>Example</b>
NAME can you go and spot 3 children who are being respectful.	I understand/ hear what you are saying.	Why did you do that?	Can you share with me what happened?
	Maybe you are right. But I still need you to be safe/ ready/ respectful.	Tell me the truth.	What is your view on what happened?
<b>specific praise examples (first attention to best conduct)</b>	I can see you are (describe the action) I wonder if you are (offer an emotion)	You need to think about your behaviour.	What does resolution/ moving on look like for you? What do you think should happen?
Wow NAME you are sitting smartly by sitting on your bottom.	I remember the other day when you were able to be (give a specific example)	WHAT are you doing?	Name child- I can see you are X. Would you like some help? Do you know what to do? What is 1 thing that would make it better?

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Appendix I: De-escalation Strategies

## De-escalation Strategies & Techniques

1. Act calm even if you're not.
2. Say, "Let's talk about this later".
3. Use humor to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Walk away.
7. Ask, "What would help you right now?"
8. Change the subject to a positive one.
9. Give personal space.
10. Say, "I see where you are coming from."
11. Distract with a photo of something they like.
12. Show that you are listening.
13. Remove the audience.
14. Say, "I want to help you."
15. Talk about something they like.
16. Make a joke.
17. Encourage the person.
18. Remind them of something amazing they did.
19. Say, "You can do this."
20. Call another adult for help.
21. Say, "Let's call... I think they can help."
22. Be willing to find a solution.
23. Offer to change the way you are doing something.
24. Re-state what the person is saying.
25. Validate their thoughts.
26. Avoid over-reacting.
27. Use active listening.
28. Offer a solution.
29. Let the person talk without interrupting.
30. Say, "I see your point."
31. Offer to take a walk with the person.
32. Clarify expectations.
33. Remind them of something they love.
34. Apologize for something you did wrong or the way it was taken.
35. Invite them to do a preferred activity.
36. Ask if they can explain more about how they're feeling.
37. Try to understand the person's perspective.
38. Slow yourself down to avoid getting worked up.
39. Say, "So, you're upset because... right?"
40. Don't say "calm down".
41. Show empathy.
42. Encourage the person to use a coping strategy.
43. Don't take items or personal property from them.
44. Encourage the person to take a walk or get a drink.
45. Give the person an "out" (i.e. letting them go to another room or walking away).
46. Ask, "Would it help if...?"
47. Keep escape routes open to the door.
48. Coach the person with positive remarks.
49. Acknowledge where you agree with the person.
50. Remind the person, "You're not in trouble".
51. Tell the person, "I'm here for you."
52. Say, "Talk to me," and listen.
53. Tell the person to take a minute to themselves.
54. Ignore the behavior.
55. Distract by saying, "Hey, let's go..."
56. Be respectful in your tone.
57. "Do what works" in the moment.
58. Spend time de-briefing after the incident to identify ways to improve.
59. Ask them to draw a picture of what happened.
60. Avoid needing to get the last word.

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## DE-ESCALATION techniques

- |  |                           |
|--|---------------------------|
| 1. DON'T YELL TO BE HEARD OVER A SCREAMING CHILD | 2. AVOID MAKING DEMANDS   |
| 3. VALIDATE THEIR FEELINGS, NOT ACTIONS          | 4. DON'T TRY TO REASON    |
| 5. BE AWARE OF YOUR BODY LANGUAGE                | 6. RESPECT PERSONAL SPACE |
| 7. GET ON YOUR CHILD'S LEVEL                     | 8. USE A DISTRACTION      |
| 9. ACKNOWLEDGE YOUR CHILD'S RIGHT FOR REFUSAL    | 10. REFLECTIVE LISTENING  |
| 11. SILENCE                                      | 12. BE NON-JUDGEMENTAL    |
| 13. ANSWER QUESTIONS + IGNORE VERBAL AGGRESSION  | 14. MOVEMENT BREAK        |
| 15. AVOID THE WORD "NO"                          | 16. DECREASE STIMULATION  |
| 17. DEEP BREATHING EXERCISES                     | 18. CALMING VISUALS       |

## Appendix J: Useful Definitions

### **Arousal**

Arousal is the level of alertness in the body. It ranges from low, or asleep, to high, or highly stressed. Different activities and environments require different levels of arousal. And different environments and activities can change our arousal.

### **Optimal arousal**

Optimal arousal is the level of arousal which matches the environment and activity. Sometimes it's called 'Just Right.' At night time, optimal arousal is low enough to facilitate sleep. At school, optimal arousal is when a student can focus and attend. In the playground or at a party, it's normal for optimal arousal to be a bit higher as there's more movement and usually excitement.

### **Regulation**

Regulation is the ability to match arousal to the environment and the activity. Essentially it's the ability to adjust to an optimal level of arousal. Throughout the day the brain and body are constantly doing things to increase and decrease arousal levels in an effort to regulate. Sometimes it's called self-soothing. Some children (and adults) have more difficulty regulating themselves than others. This could include difficulty with sensory regulation and/or emotional regulation. Difficulty with regulation is often reported in autism, ADHD and attachment disorders.

### **Dysregulated**

Dysregulated is the opposite of regulated. So, it is when an individual is not in an optimal state. What is important to remember is that this doesn't always mean that their arousal is too high. Often we think of dysregulation as angry or out of control behaviour. It's important to remember an individual may freeze or dissociate. These responses are also indicators of dysregulation.

### **De-escalation**

De-escalation is all about helping and improving a situation. Strategies are best used early.

