St. Patrick's Catholic Primary School

Our Mission in St Patrick's is to develop each child's talents and potential in a caring Catholic community inspired by the teachings of Jesus.

Safeguarding Children in Education

Behaviour and Self-Regulation Policy 2026-27

At Saint Patrick's 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.

INTRODUCTION

Behaviour expectations at Saint Patrick's Catholic Primary school 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 have created their own interpretation of the school Mission Statement with the motto –

'LIVE, LOVE AND LEARN LIKE JESUS'

OUR AIMS

- To create a happy, nurturing and safe environment with equal opportunities and consistently high expectations of behaviour founded on mutual respect
- To develop responsible attitudes towards ourselves, and our school, local and global environment
- To develop personal moral values and demonstrate these through a sense of fairness, tolerance and respect towards others
- To develop and enhance relationships between all members of the school community through a shared understanding of human needs and emotional literacy. We achieve this through nurturing qualities such as self-restraint, care, patience, consideration, empathy, courtesy, forgiveness and reconciliation
- To develop behaviours that encourage pupils to value lifelong learning, such as self-confidence, resilience, collaboration, self-discipline and creativity
- To embrace regular opportunities to celebrate and value pupils' achievements and aspirations within the community

IMPLEMENTATION

Saint Patrick's Catholic Primary Governing Body and the Executive Head Teacher have overall responsibility for the implementation of the Behaviour Policy. However, behaviour is regarded as a whole school responsibility and it requires a partnership between home and school. The policy is reviewed annually and shared with parents.

Our school provides children, staff and parents with consistent guidelines in the way expected and pro-social behaviour will be rewarded and unexpected behaviour 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 (**Appendix 1**).

Shared values and expectations are recorded in the Home / School Agreement as a child joins the school community **(Appendix 2)**.

At Saint Patrick's Catholic Primary school, whilst high standards of behaviour are nurtured and expected, when unexpected behaviour does occur, we focus on a reflective response, resulting in reparation and closure.

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 (control and reflection) in all aspects of their lives. We recognise that this is a developmental process for which our school provides the necessary nurturing.

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 **(Appendix 6).**

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

PROMOTING POSITIVE WELLBEING

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 (Playful, Accepting, Curious, Empathetic) in their interactions with children. In addition, they use techniques such as circle time, meditation and our 'Jigsaw' PSHE curriculum to enable pupils to express their views and air problems.
Saint Patrick's 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.

CHOICES AND REPARATION

As detailed in Appendix 1, all children complete a 'Think Sheet' following any 'behaviours' requiring action **(Appendix 3).** 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'.

As part of the children's development as independent problem-solvers, we have introduced a 'Pyramid of Choice' **(Appendix 4)** which children are encouraged to use, especially during break-times and lunchtimes, which are more child-led.

INCLUSION

Pupils whose 'behaviours' which are not resolved by the general arrangements outlined in this policy will be referred to the school based stages of the SEND Code of Practice and may have an individual behaviour plan drawn up in collaboration with parents. 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.

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

LA guidelines and training **(Appendix 5**). Six staff members are trained in Team Teach and would be the first to respond to any incidents requiring use of reasonable force.

DANGEROUS OR SEVERE BEHAVIOUR (See Appendix 1)

A pupil, who over a period of time, continues to give concern will be put on an Individual Behaviour Plan in accordance with the Code of Practice. Expertise from external agencies may be sought to advise the plan or work with the child directly. The parents/carers will be informed and expected to cooperate with the plan. In the case of a serious incident, the parents will be contacted and invited to the school as soon as possible in order to meet an appropriate resolution.
Should the problem not be resolved, further action will be taken following the DfE / LA guidance.

SUSPENSION AND EXCLUSION

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency e.g. Wiltshire Council SEND and pupil support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy i.e. behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the Headteacher considering the child's age and stage of development. The Headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair and proportionate.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no punishments are given that are ever degrading or humiliating;
- all rewards and consequences are applied fairly

MONITORING BEHAVIOUR

The school will report in the termly Head of School report to Governors (as part of the Safeguarding report) on behaviour and use of reasonable force, including any incidents of racism and bullying which will be recorded using *Record of Behaviour Incident* or *WSCB Welfare and Child Protection Concern Form (Part A&B)*
Staff are trained on Effective Behaviour Management strategies regularly.
Parents are invited to share their views on the school's management of behaviour in the annual parental questionnaire.
The school will also monitor judgements on behaviour regularly with the School Improvement Advisor.

POLICY REVIEW

The Governing Body will undertake an annual review of the school's Behaviour Policy and remedy any deficiencies or weaknesses found without delay. The names Governing Body member to contact with any concerns regarding the Behaviour and Self-Regulation Policy is Mrs. Charlotte Gilbert

Policy dated: October 2026
Date of next review: October 2026

APPENDIX 1: Behaviour Descriptors and Responses
APPENDIX 2: Home / School Partnership Agreement
APPENDIX 3: Pupil 'Think Sheets
APPENDIX 4: Pyramid of Choice
APPENDIX 5: 'Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies' July 2013
APPENDIX 6: Zones of Regulation

APPENDIX 1: Behaviour Descriptors and Responses

Expected behaviours	Response	Useful language prompts
• Following agreed class rules • Respecting others and their property • Taking turns • Not interrupting or distracting others • Responding in a timely way to instructions • Speaking politely and greeting members of the school community • Keeping coat peg area tidy • Promoting a quiet learning environment in the classroom • Showing kindness towards others	• Be specific with praise by naming the rule/expectation that is being demonstrated • Awarding house points • Head Teacher certificate every week • Use of class specific reward systems	"[NAME] – thank you for looking this way to show me that you are ready." "[NAME] you helped find a pencil for your friend – here is a house point."
Behaviours requiring an acknowledgment	**Response**	**Useful language prompts**
• Out of seat • Calling out and interrupting the teacher • Noises to distract others • Disturbing others from learning • Inappropriate language (not aimed at others) Beginning to challenge instructions or refusal to do learning • Unkind words • Improper use of equipment • Refusal to follow instructions given by adults	• Link back to the class rules and the routine/expectation that isn't being followed • Congratulating a pupil who is following instruction/showing expected behaviour • Acknowledge discreetly – don't draw attention to the unexpected behaviour	"Do you remember that one of our class rules is …Please show me this." "I am really pleased to see [NAME]…Thank you so much [NAME]" "[NAME] are you okay? Is there anything I can help with?" "[NAME] you seem to be finding…difficult. How can I help you?"

Behaviours requiring a reminder	Response	Useful language prompts
A repetition of behaviours detailed above	• More assertive tone than acknowledgment (although not aggressive and still discreet) • Link back to the class rules and the routine/expectation that isn't being followed • Congratulating a pupil who is following instruction/showing expected behaviour • Acknowledge discreetly – don't draw attention to the unexpected behaviour • Present option to utilise calm space or refer to tools for getting back to the green zone • Once reminder given, walk away so as not to get embroiled in negotiation/discussion	"[NAME] I expect you to..." "[NAME] you know that…is one of our class expectations." "I am really pleased to see [NAME]…Thank you so much [NAME]." "[NAME] would it be useful to use the calm space/[another tool] to help you get back in the green zone?"
Behaviours requiring action	**Response**	**Useful language prompts**
Repetitions of behaviours detailed above	• See language prompt • Think sheet to be completed and discussed with an adult at end of session • If child is dysregulated, they will need to be directed to tools for getting back to the green zone or have 'time-in' with an adult e.g. walking round the playground • Year 2 to Year 6 - Any work missed or not completed needs to be sent home (something on paper that can be completed independently) and this	"[NAME], I notice that you are still…[specify unwanted behaviour]." "You have broken our class/school expectation of…and so you need to fill in a think sheet." Year 2 to Year 6 - "Any work that you don't finish now will go home with you tonight so that you don't miss anything. I will speak to your parents about this at the end of the day." "We will talk about your think sheet at the end of the session."

	communicated to the parent, ideally in person. • Log behaviour on 'Record of Behavioural Incident' with response/action/outcome	

When a child returns from the calm space or from completing the think sheet, they return to the reminder stage.

Behaviours requiring a higher level of action (dangerous or severe)	Response
• Causing physical harm to another • Threatening language • Causing intentional damage to property • Racist/religious/homophobic incident • Wilful and persistent actions	"[Name the behaviour] is not acceptable and does not follow our school/class values or expectations." Ask a member of the core leadership team to come to the class (rather than walking the child somewhere else). Speak to the child discreetly (not in front of the class) with SLT member present to show that you still have the authority. Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation. SLT, in discussion with teacher, will determine appropriate course of action but this will include communication with parents and an opportunity for reparation. SLT member to log behaviour on 'Record of Behavioural Incident' with response/action/outcome

SAINT PATRICK'S CATHOLIC PRIMARY SCHOOL – HOME/SCHOOL AGREEMENT

THE SCHOOL'S RESPONSIBILITIES

We acknowledge our responsibility to support parents/carers in their task of nurturing their child(ren) towards being the best they can be, within a caring Catholic community.

Therefore, the school will:

- Always keep your child's safety and wellbeing as the main priority.
- Provide a positive, enriching and caring learning environment in which your child can flourish and grow spiritually and morally through the Catholic teachings of the Gospel, according to its Values.
- Strive continually to provide the best possible educational opportunities for your child; rooted in our beliefs, our values and our skills.
- 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.
- 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's performance, as appropriate.
- Provide you with opportunities to talk to the teacher about your child's progress and share an annual report with you.
- Keep parents informed about school policies and procedures, new initiatives, special events and activities through school newsletters, workshops and meetings.

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PARENTS' / CARERS' RESPONSIBILITIES

We acknowledge that we as parents are the primary educators of our children, and have a vital role to play in supporting their learning at school.

Therefore, I/we will:

- Ensure my child attends school regularly ***(national expectation at least 96% attendance annually).***
- Understand and support the culture of safeguarding for all children in the school, in day to day life and online
- Actively support the school's Christian Values and behaviour and self-regulation policy.
- Model positive social behaviours, in daily life and in online life, and encourage my child to show kindness and consideration to others.
- Treat school staff with respect and courtesy at all times and ensure my child does the same.
- Establish a positive relationship between home and school, based on honest communication, about my child's wellbeing
- Ensure that my child follows the school uniform policy
- Actively support my child with their home learning.
- Attend Parents Consultation Evenings, and other meetings if required, to discuss and support my child's progress.
- Not discuss the business of the school, school staff, children attending school or their families, in any public forum including social networking sites e.g. WhatsApp, Instagram.
- Have trust in the Home/School partnership.

PUPIL RESPONSIBILITIES

I acknowledge the different and unique talents which God has given me and my responsibilities to use them wisely.

Therefore, I will try to:

- Attend school regularly and on time.
- Treat everyone - children and adults - always with the kindness and respect they deserve.
- 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.
- Be aware of the impact of my words and actions, in daily life and online life, and understand I am accountable for them.
- Say sorry and seek reconciliation if I hurt another person.
- 'Speak up Now' (SUN) for another person who I see to be hurt.
- Wear my school uniform and PE uniform with pride and bring all the equipment I need every day.
- Take care of the school equipment and furniture and school environment.
- Actively contribute to making our school community the best it can possibly be for everyone in it.
- Complete my home learning to the best of my ability and present it neatly and on time.
- Every day, aim to Live, Love and Learn like Jesus.

Signed.....Jennie Courtney...(Headteacher) .....(parent) .....(child)

APPENDIX 2: Home / School Partnership Agreement

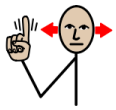
Saint Patrick's Catholic Primary School

APPENDIX 3 – Pupil 'Think' Sheet

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

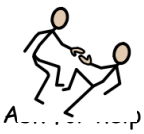
It made someone else feel:

Sad

Angry

Scared

Another time I could: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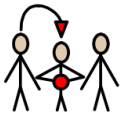

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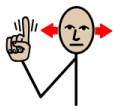
W… away

☐ ☐ ☐

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

Worried

Frustrated

Confused

Embarrassed

It made someone else feel:

Sad

Anary

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!' ☐

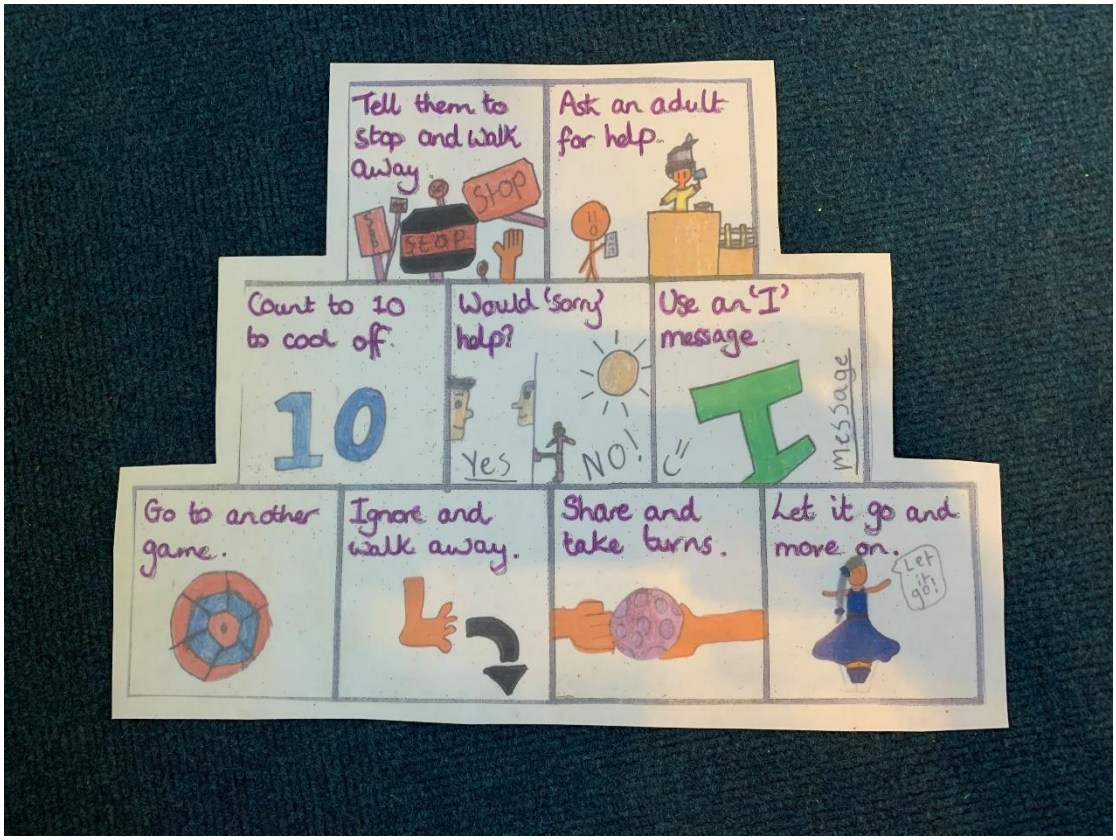
Count to 10 ☐

Take turns ☐

Say 'sorry' ☐

Walk away ☐

APPENDIX 4 – Pyramid of Choice



When encountering a problem at break time or lunch time, children are encouraged to use strategies from the bottom tier in the first instance.

If this doesn't resolve their difficulty, they will try a strategy from the middle tier.

Finally, children should seek an adult to help them if independent strategies haven't worked.

APPENDIX 5: 'Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies' July 2013

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.

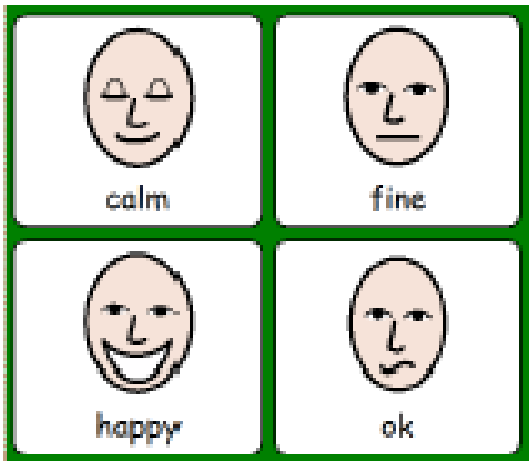
The staff and Governing Body agree to the DfE ***'Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies' July 2013***, in line with Local Authority recommendations. **(Appendix 4)**

DfE DOCUMENT: Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies' July 2013- Click here

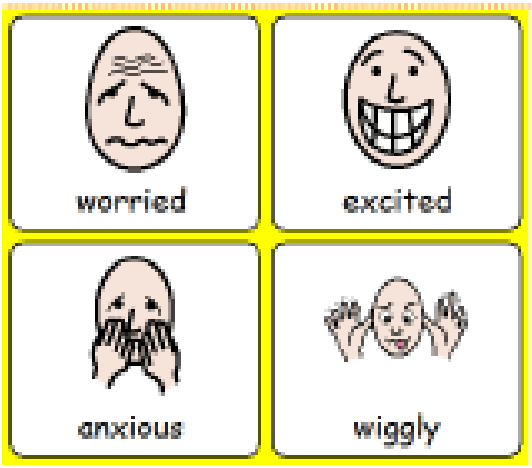
APPENDIX 6: Zones of Regulation

There are four zones within the programme:

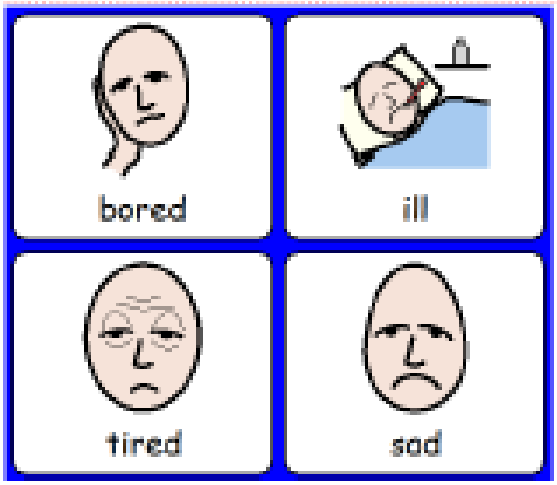
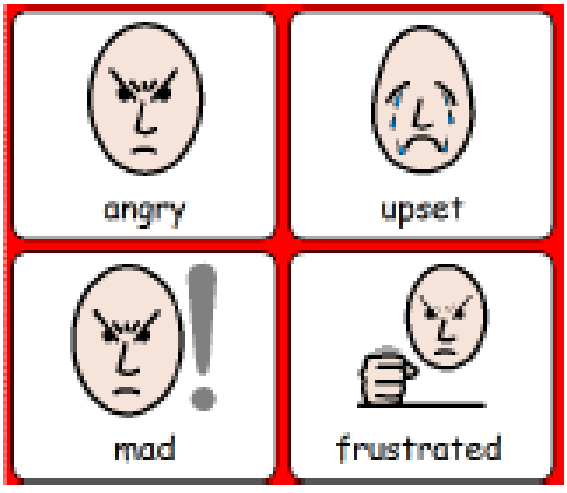
The Green Zone is used to describe a calm state of alertness. This is the zone where optimal learning occurs. The emotions in the green zone are:



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: