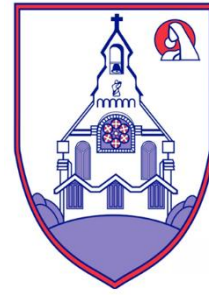




St Joseph's
RC Primary
School,
Reddish

*'Inspired by joy, we grow
together as members of a
unique family who respect
love and forgive each other'*



St Mary's
RC Primary
School,
Stockport

*'Full of grace, we learn
together'*

Behaviour and Recognition Policy

Contents

- 1.Aims
- 2.Principles & Philosophy
- 3.Legislation & Guidance
- 4.Procedures & Practice
- 5.Roles & Responsibilities
- 6.Monitoring Arrangements
- 7.Links with other policies
- 8.Appendices

Aims

We strive to provide a caring, structured learning environment in which all students can develop academically, socially and emotionally to their full potential and in which pupils and staff feel safe, secure and valued.

In line with legal DfE guidance (Behaviour and discipline in schools 2016) we aim to

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

The aim of the policy is to ensure a consistent approach to supporting pupils in making good choices and modifying their own behaviour (in line with section 89 of the Education and Inspections Act 2006).

Principles and Philosophy

The underlying principles of this policy are to provide a positive, motivating environment which enables children to learn. Our Mission Statement is as follows: *'Inspired by joy, we grow together as members of a unique family who respect love and forgive each other.'*

Effective behaviour managements rests on two main factors: **relationships** and **boundaries**.

It is widely known that staff who have positive, respectful relationships with pupils can manage behaviour effectively. It is also the case that when pupils have awareness of clear boundaries they are equipped to make choices about their actions.

Good behaviour supports good learning. Acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that children learn how to behave quickly and effectively. This not only supports the smooth running of school life, but educates children in learning appropriate behaviours for life. As educators, we have a duty to do this. If a child does not know how to read, we would teach them to read. In the same way, if a child does not know how to behave, we must teach them. This is why this Behaviour Policy runs concurrently with the school's Social and Emotional Learning Policy, which focuses on providing children with the skills to make choices in how they manage their own behaviour, including: self awareness, self management, social awareness, relationship skills and responsible decision making.

In applying the Behaviour Policy, the following will be considered:

<p>Children who can behave but chose not to. Children who do generally have social and emotional skills.</p> <p><i>The behaviour policy will be followed.</i></p>	<p>Children who can behave and mostly do have social and emotional skills but but there are stresses and triggers in their lives e.g loss of a grandparent that result in poor behaviour</p> <p><i>The behaviour policy will be followed and additional support from the class teacher and or Learning Mentor will be given.</i></p>
<p>Children who cannot behave as they do not know how to manage their behaviour e.g managing anger when they become upset.</p> <p>The children often lack social and emotional skills.</p> <p><i>The behaviour policy will be followed and additional support from the class teacher and or Learning Mentor will be given to develop social and emotional skills.</i></p>	<p>Children who cannot behave because they have experienced major trauma in their lives.</p> <p>Specialised social and emotional input is required.</p> <p><i>These children will access support from the class teacher and specialist support from 1:1 counsellor.</i></p>

Legislation & Guidance

. The policy is supported by the DfE guidance 'Behaviour and Discipline in Schools (2016) and the aims and methodology of an approach described as "Team Teach".

Procedures & Practice

There are only three rules: **READY, RESPECTFUL, SAFE**

Whole School Framework

Strategies used to promote positive behaviour

- Generic school rules - displayed throughout school and adhered to by all pupils.
- Individual class rules - appropriate to the individual pupils within a class. They are displayed, referred to as required and applied consistently
- Clear on expectations of behaviour (verbally and displayed)
- Consistency of approach and maintenance of boundaries
- Being specific in terms of expectations matched to needs
- Using appropriate communication systems
- Anticipating and avoiding potential triggers
- Formulating a behaviour contract with pupils who are experiencing difficulty, which clearly identifies the strategies they would prefer an adult to use with them and their expected response



Rewards and Praise

Rewards and praise may be communicated in a number of ways such as:

- Immediate concrete rewards at an appropriate individual level.
- Verbal praise
- Class **recognition board** for the pupils that consistently behave well
- Reinforcing positive behaviour through offer of favourite activity
- Stickers and badges for good work / behaviour / progress from the class teacher
- Sticker charts
- Visits to leadership team with good work
- Information sent home to parents
- Invitation to become role models: school councillors, playground pals, lunch time monitors and Faith leaders
- Weekly celebration of achievement and presentation of certificates during assembly



Restorative intervention at this point by the teacher / adult. Including choices, discussion, zones of regulation. Pupils will also be encouraged to reflect on the social and emotional learning in school, which encourages: **self-awareness**, **self-management**, **social awareness**, **relationship skills** and **responsible decision making**.

Sanctions (Sequential Process)

Where a child is not responding to positive behaviour strategies, rewards or praise leading to a reasonable level of disruption or potential threat to safety a sanction system may commence:

1. **First warning** with guidance on changing behaviour
2. **Second warning** with guidance on changing behaviour and teacher may move the child or assist them to amend behaviour

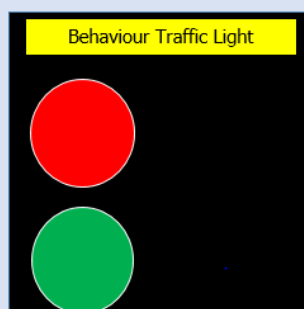
Restorative action 

Acceptable Behaviours Recognition Board	Unacceptable Behaviours warrant a warning / traffic light system	Unacceptable behaviours that will expedite warning / traffic light system
<ul style="list-style-type: none"> • Respect for other people, their views and their work • Attentiveness • Following instructions • Putting hand up to speak • Politeness & good manners • Honesty & trust • Fairness • Respect for the environment • Self discipline 	<ul style="list-style-type: none"> • Not following instructions first time • Disrespect to adults and peers • Not walking / sitting sensibly (e.g waving arms) • Answering back/back chat • Shouting out • Not completing work • Distracting others • Making silly noises • Not focussing • Bad language • Dishonesty • Threatening or aggressive behaviour • Taking things that do not belong to us • Hurting other people's feelings 	<ul style="list-style-type: none"> • Racism / discriminatory language • Violence • Harassment • Bullying • Deliberately damaging property

Before a sanction is imposed, staff will deal with unacceptable behaviour using proactive and restorative strategies.

3. **Sanction** -

- a. loss of break time (**teachers or an adult remain in class with the child during break time. At lunch time they may be placed for a short time where there is adult supervision whilst the teacher has lunch break*)
- b. loss of activity/privileges
- c. children may also be removed from the class for no more than 5 minutes for 'time out' if a period of calm is required



Pupils name will start on Green. After two warnings and restorative intervention, the child's name will be moved to red. There will be no amber as there is an expectation that children 'should' behave when they come to school. The use of amber and 'middle ground' colours often confuses pupils about expectation: their behaviour is not 'good' (and therefore not on green) , but it is not that bad to be on red. Therefore low level 'less than good' behaviour will continue.

Pupils can 'redeem' themselves in time for break time as an incentive for good behaviour. This is at the teacher's discretion.

4. **Behaviour diary:** continual and persistent disruptive behaviour must then be reported to the Headteacher and logged/recorded in a behaviour diary by the class teacher daily.
5. **Report Card:** the Headteacher will communicate with parents and may administer a report card. This is a formal record of behaviour. The class teacher fills this in daily and it is signed by the head teacher (or Deputy Head teacher) and parent or guardian each evening.

In instances of severe behaviour incidents, the Headteacher may choose to expedite the sanction system to step 4 or beyond. This will be discussed and communicated with parents by the Headteacher or Deputy Headteacher.

Where steps 4,5 and 6 are being accessed on a frequent basis the Headteacher will start a behaviour support plan shared between pupil, parents and Headteacher.



6. **The Use of internal isolation:** this is used as a measure when a child has been on report and behaviour remains a challenge. It is for a fixed term. The pupil will be isolated from their peers and classroom and will conduct their work supervised by the head teacher or Deputy Head teacher. The most common reason for internal isolation would be persistent disruptive behaviour in class, although this is not exclusive.



7. **Behaviour Support Plan:** This is a written agreement with weekly targets set with the pupil, parents / guardian and the Head teacher. The Learning Mentor will have weekly meetings with the pupil to assess how the pupil is meeting each target. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual pupil's welfare, education and development. Danger to self or others, either intentional or unintentional.

- Behaviour preventing access to learning.
 - Disruptive behaviours in particular settings, making it unsafe for others.
 - High frequency of unsafe behaviours.
 - Refusal to work / disruptive behaviour, but not a danger to others or self.
-
- Where a pupil has become a significant risk to themselves or others, the Physical intervention policy (Team Teach) may be used. See separate policy.



8. **School Exclusions:** the next level of intervention in terms of severity of behaviour would be a longer fixed term or permanent exclusion. A pupil may be temporarily or permanently excluded from school:

- As a result of a single incident of such severity that a 'breathing space' is required.
- As a result of continued unacceptable behaviour which has not proved amenable to in-school interventions, and which is preventing other pupils from accessing the curriculum within school.
- The Headteacher will follow the LA's set procedures in any instance of exclusion. The governors will be kept fully informed of any temporary exclusions and any move to permanently exclude will be as a result of a decision taken by the governing body.

Roles & Responsibilities

In managing behaviour, teachers will commit to:

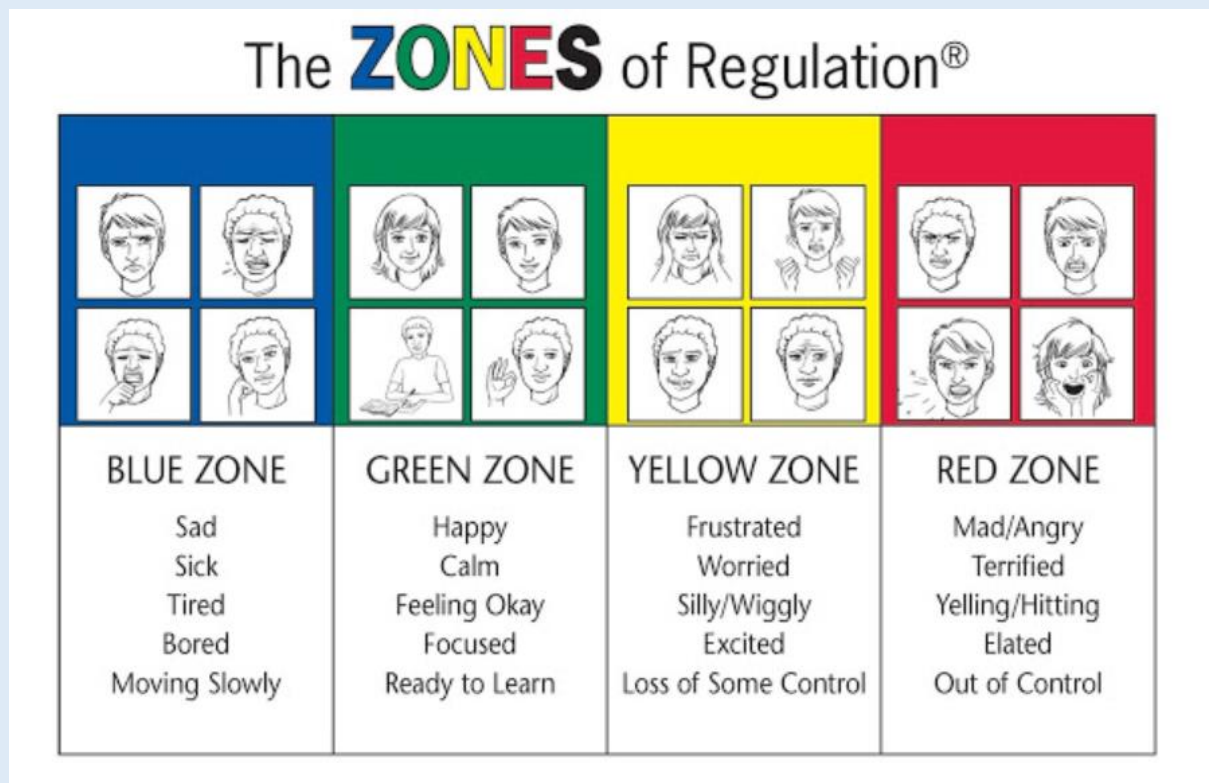
Be consistent- A whole school framework is in place (see below) and should ideally have some approaches used by everybody and have flexibility for individuals (agreed by class teachers, Headteacher and parents as above).

Be fair - consider all children when acknowledging acceptable and unacceptable behaviour. It is easy to miss out the 'in the middle' children who do not stand out. It is important that teachers keep some sort of checklist to ensure that all children are considered.

Be clear communicators - teachers will be very clear and open about their expectations, communicate the steps of the behaviour policy that they are applying to the child and the consequences of noncompliance. They will also communicate clearly with parents.

Teach pupils skills to manage their behaviour - as part of social and emotional learning, teachers will use restorative techniques to discuss behaviour with pupils and identify healthy ways to support them in managing their own behaviour. All pupils will be taught about the 'Zones of Regulation' and this will be referenced in empowering pupils to recognise their emotions and how that influences their behaviours.

Zones of Regulation:



Class teachers & Support Staff

- To uphold the behaviour policy fairly and consistently
- To commit to use restorative techniques to encourage pupils to reevaluate and make choices about their behaviour
- To inform phase leaders and Head teacher of any concern (where a child has been in x3 per week)
- To inform parents if there have been several occasions (x 3 per week) in a week that a pupil has been kept in at play time despite warnings

Phase Leaders

To liaise with class teachers and Head teacher about whether the next step of the behaviour policy should be invoked

- To liaise with parents and explain concern and the next steps of the behaviour policy

Headteacher

- To liaise with parents and explain what will happen next and the expectations on pupil / parents
- To closely monitor the behaviour of pupils on behaviour diary, report, behaviour support plan or in internal isolation

Monitoring Arrangements

The Headteacher and SLT will oversee all behaviour management.

Any pupils kept in at break will be reported to the HT on a weekly report card. Over a 2 week period, if there is concern the phase leader will speak to parents.

Links with other policies

Please refer to:

Social and Emotional Learning Policy

Personal Social, Health, Relationships and Education Policy