



Behaviour and Recognition Policy

Grangetown Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values (ready, respectful and safe) with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Visible Adult Consistencies

- Meet and greet
- Calm and consistent
- Catch the children making the right choice
- Presume the best and listen
- Respect every child

Rules

1. Ready
2. Respectful
3. Safe

Expected behaviours

1. Being kind to others
2. Appropriate action without needing adult reminders
3. Helping someone
4. Holding open doors, politeness, tidying up

Relentless Routines:

Recognition board, post cards home, morning greeting, Restore, Repair, Redraw

PACE

Playfulness
Acceptance
Curiosity
Empathy

Micro-script:

30 Second intervention

- **I have noticed that** you are....(having trouble getting started, wandering around etc.) right now.
- **At Grangetown we** (3 rules)
- **Because of that you need to** ...(refer to action to support behaviour e.g. move to another table, complete learning another time)
- **See me for 2 minutes** after class
- **Do you remember yesterday/last week when you...**(refer to previous positive behaviour)?
- **That's who we need to see today..**
- **Thank you for listening...**then give the child some 'take up' time.

Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How can we put things right?
7. How can we do things differently?

Consistencies

- 1 **Meet and greet** at the door.
- 2 **Model** positive behaviours and build relationships.
- 3 **Plan** lessons that engage, challenge and meet the needs of all learners.
- 4 A mechanism for positive recognition is used in each classroom throughout the lesson.
- 5 Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.
- 6 Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
- 7 **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- 8 **Never ignore** or walk past learners who are behaving badly.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Celebrate staff, leaders and learners whose effort goes above and beyond expectations •
Regularly share good practice
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around school.

Recognition and rewards for effort

We recognise and reward learners who follow the expected behaviours and school rules. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.



'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach..

Rewards

Award		When
Star of the Week	Recognition of school values /recognition board value	Fridays
Dojo winners	Hot chocolate Fridays – hot chocolate/milkshake with member of staff on a Friday	Fridays
Recognition board	Targeted at a specific 'learning attitude'. Names to go on board when attitude met (names to not be taken off once achieved). When whole class achieves 'learning attitude', celebration together.	Learning attitude updated weekly
Post cards home	Teacher to send home post cards at the end of the day when a child has shown 'above and beyond' behaviour.	When applicable
Positive phone calls home	Staff to make at least 2 phone calls each week recognising a positive behaviour/learning behaviour throughout the week	Weekly

Monitoring Behaviour in School

Where there is cause for concern, written notes will be kept in the internal reporting system CPOMS.

Our strategy for tackling inappropriate behaviour

Stage One– Intervention by a member of staff

At Grangetown Primary School we teach children what is acceptable behaviour. If a child's behaviour is inappropriate, it is important that a clear, consistent approach is taken.

- Outlining the unacceptable nature of the behaviour.
- Explaining the effect that the behaviour is having on the child and others.
- Providing the child with an example of an alternative, positive way of behaving – I have noticed etc.
- Making it clear to the child that the step lasts until the end of the session and when the next session begins it is a new start

If a child persists with the unacceptable behaviour the following consequence approach is applied:

Stage 2– Reflection & Reparation in class

- Reinforcing the unacceptable nature of the behaviour and are moved in class to support them in making the right choices.

Stage 3 –Reflection & Reparation at playtime

- Reinforcing the unacceptable nature of the behaviour.
- A specified amount of reflective time-out at playtime

Stage 4- Reflection & Reparation in the other class of same year group □ Reinforcing the unacceptable nature of the behaviour.

- Children will be sent to the other class in same year group

Stage 5 Reflection & Reparation in the other class of different year group □ Reinforcing the unacceptable nature of the behaviour.

- A specified amount of reflective time-out
Children will be sent to the following partner year groups

Reception to Reception

Year 1 to Year 2

Year 2 to Year 1

Year 3 to Year 6

Year 4 to Year 5

Year 5	to	Year 4
Year 6	to	Year 3
ARC	to	Year 6

- Follow up discussion with class teacher/Phase Lead.
- Class teacher or Phase Lead will inform parent about the incident.
- If behaviour persists, regular contact with parents/carers will continue.
- If no improvement is evident, a formal meeting involving parents, Class Teacher, a member of pastoral/ SLT will take place to discuss strategies to support the child and their behaviour.
- Involvement of outside agencies.
- Involvement of the Governing Body, with a view to temporary or permanent exclusion.

At times, according to the severity of the behaviour it may be necessary for some of the stages to be omitted.

At times, it will be necessary to adapt this policy to reflect a child's individual needs and a positive behaviour support plan will be introduced with adapted strategies to best support the child in conjunction with parents/carers.

Positive Behaviour Support Plans

The school acknowledges that a small minority of children may find it difficult to make the correct choices available to them in order to control their own behaviour for reasons such as children with diagnosed disabilities, SEMH, attachment issues etc. For these children neither the normal rewards nor stepped sanctions procedures may be sufficient to support them or protect other children from their actions.

In this case, the behaviour leads and phase leaders will work with teachers/parents and carers to design a positive behaviour support plan. This will include strategies that are shared school wide to support and promote positive behaviour from the pupil.

Anti-Bullying Policy

This policy should be read alongside and in conjunction with our Anti Bullying Policy.
