

# St Albert's Catholic Primary School



## Behaviour and Relational Policy

**MARCH 2025**

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## Rationale

At St Albert's Catholic Primary School, we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school offer.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as caregivers, we can offer the pupils the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.

Guided by the **Thrive Approach**, we focus on **relational connection** and **regulation** first. We will do this by putting **relationships at the heart of our approach** by truly **listening** and **responding** to our children's voices, to create and foster a **safe** and **happy** environment where all feel **safe, secure** and **respected**.

At St Albert's we believe that

- Good behaviour is not automatically learned but needs to be taught and supported by school and parents together.
- A child with behavioural problems is the school's problem not an individual teacher's problem.

## Aims

To build a community which promotes and embeds our ten Gospel values of

Kindness  
Peace/Tolerance  
Justice

Integrity/Honesty  
Simplicity  
Humility  
Compassion  
Love & Respect  
Forgiveness  
Hope

alongside the attitudes that our COGLS (Characteristics of Good Learning appendix 10) promote

Determination (Determined Dexter)  
Curiosity (Curious Ash)  
Resilience (Brave Astrid)  
Flexibility (Flexible Flo)

To provide guidance to staff, parents and carers, governors and other stakeholders on how to support pupils to co-regulate and self-regulate, manage their behaviour and feel safe so they are ready to learn.

To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs.

To underpin our beliefs with evidence-based practice and current research.

To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community.
- Create a culture with high expectations for good behaviour supporting life-long learning through a positive and safe school climate. (See Appendix 1)
- Provide a safe, nurturing environment, using responsibility, PACE (Playfulness, Acceptance, Curiosity and Empathy) and restorative approaches to foster appropriate behaviour.
- Promote self-awareness, self-control and acceptance of responsibility for our own actions.
- Maintain a consistent, safe, caring and happy school community
- Provide a varied range of teaching and learning styles to suit the needs of pupils.
- Track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- Encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- Consistently and fairly implement reward and sanctions systems.
- Encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

- To provide a consistent approach in responding to rewarding good behaviour, responding to unacceptable behaviour and ensuring that all children have the opportunity to reach their full potential and enjoy school

## **Rights and Responsibilities**

At St Albert's we believe that development of self-esteem is at the heart of the process of achieving good behaviour and discipline. We believe that in order to achieve this, people should be treated with respect at all times.

At St Albert's our children are, therefore, taught that they have rights:

- We have the right to feel safe and secure.
- We have the right to feel happy and fulfilled.
- We have the right to work hard and achieve our goals.
- We have the right to expect excellence.
- We must not accept unfairness, bullying, racism, sexism or disrespect for people or property.
- We have the right to equality and fairness.

We also believe that everyone in our school has responsibilities:

- It is our responsibility to come to school on time and be ready to start lessons.
- It is our responsibility to work hard at all times.
- It is our responsibility to treat others in the way we would like to be treated.
- It is our responsibility to treat property and our environment with respect.
- It is our responsibility to wear our uniform with pride.

## **Managing behaviour relationally: The Thrive Approach**

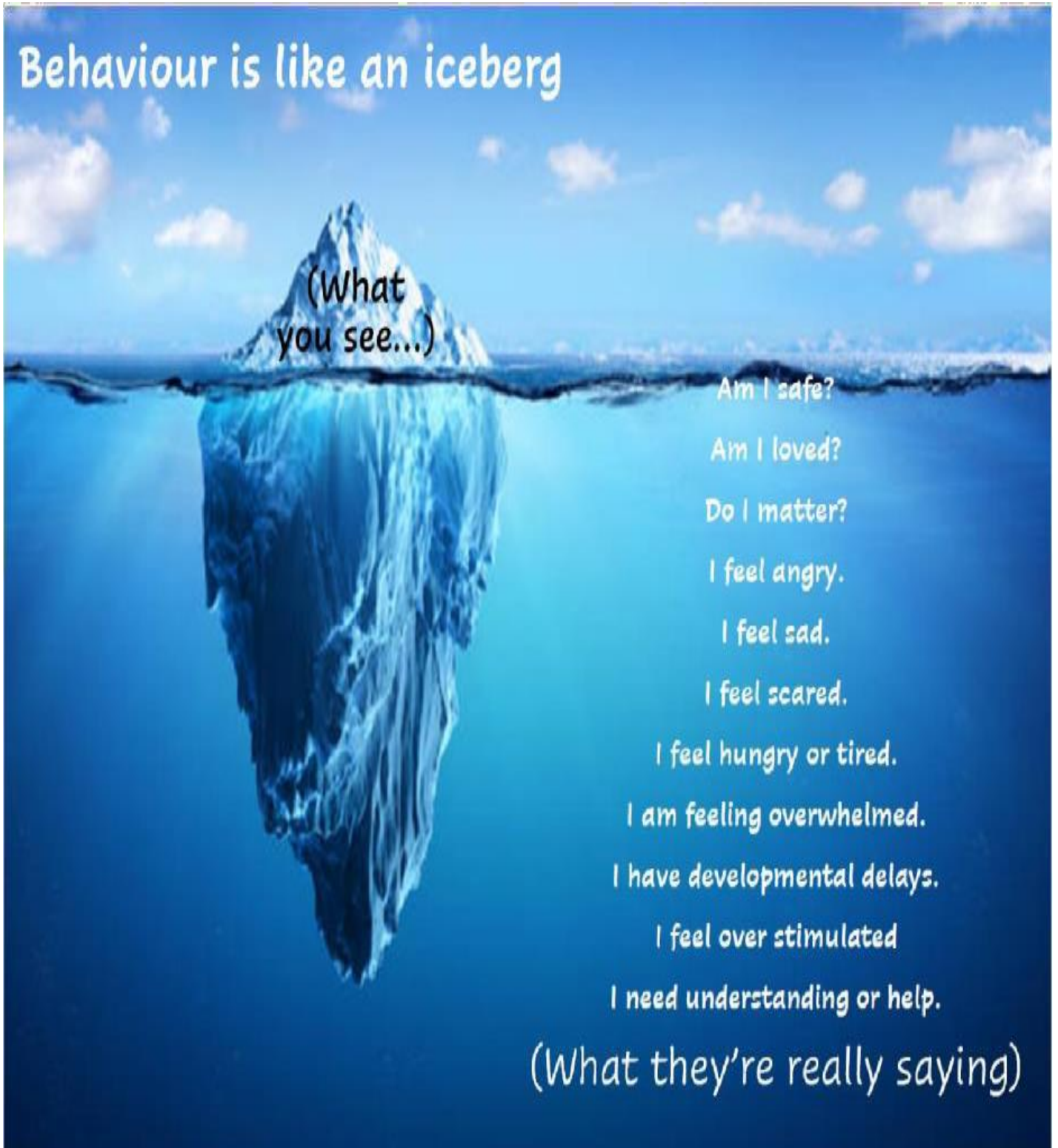
At St Albert's Catholic Primary School, we strive to demonstrate a relational approach to supporting social and emotional development and behaviour based on the following principles(see Appendix 1):

- We understand behaviour communicates unmet needs and can separate the child/young person from their behaviour. We accurately assess and understand the pupils' needs by referring to their Thrive action plans, Emotional literacy assessments or EHCPs.
- We acknowledge the distinction between shame and guilt and recognise that shame prevents healthy emotional development. We provide empathy as an anti-dote to shame.
- We understand that each developmental stage has a range of typical behaviours which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the

emotional and physical environment.

- We encourage the children at St Albert's to become accountable for their actions, own their behaviour and understand the impact they may have on themselves and others, promoting a **solution-focused approach** to changing future behaviours.
- We keep in mind that we are the adults and that children are still growing, learning and developing. Mistakes are part of the learning process; we recognise that all our pupils are at different stages of the developmental process. We don't make a judgement about it; instead, we support and guide our pupils to make appropriate choices.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude the use of sanctions as consequences, we seek the most appropriate way of supporting children to develop robust self-regulation systems and therefore the skills of self-control, empathy and emotional management.
- By supporting the growth of emotional development and self-regulating skills pupils can learn to improve their behaviour. Learning new behaviour is a task, just like learning to read or write.
- Supporting pupils to effectively communicate is a very important way to promote them to self-regulate, build resilience and behave in a positive manner. All adults can learn strategies to support pupils to improve their behaviour. Most adults have evolved ways of responding to pupils' behaviour based on personal and professional experiences and training and experiential learning. All staff will be given the opportunity to learn, understand and have insight into why our pupils become dysregulated, and reflect on how and why it impacts on their behaviour.
- We are a restorative practice school and seek restorative solutions and conversation.
- We establish and maintain positive relationships with parents and carers, these are key to recognising and understanding a child's ever-changing emotional state. Regular conversations take place to ensure we understand the whole picture of a child's 'lived experience'; provision meets this need and effective adult relationships will support a child who may have experienced trauma. We are working to ensure that all staff are trained in emotion coaching strategies and sensory integration and that they understand the impact of early trauma and how this can affect attachment and development.
- Embodying the Thrive Approach is transformational; it is the **golden thread** that runs through our school. We understand that every interaction has an impact, that our support to remove barriers '**no matter what**' makes a positive difference.

St Albert's Catholic Primary School's Behaviour and Relational Policy is based on the knowledge that **behaviour is a communication of unmet need.**



## School Rules - The 4Bs

Our school rules, The 4 Bs, are simple and succinct and consistently promoted throughout the school

Be Ready

Be respectful

Be Safe

Be Kind

**When dealing with behaviour, we expect all member of staff to follow the staff**

Be Positive

Be Calm

Be Consistent

Be Respectful



<p><b>All staff every day will:</b></p> <ul style="list-style-type: none"> <li>• Promote a positive culture</li> <li>• Provide early intervention to support children's behaviour (see Behaviour Steps)</li> <li>• Use VRFs (<b>see Appendix 5</b>)</li> <li>• Use Three Rs (<b>see appendix 6</b>)</li> <li>• Use PACE (<b>see appendix 7</b>)</li> <li>• Use our listening code 'Give me 5'</li> </ul>	<p><b>Senior Leaders will:</b></p> <ul style="list-style-type: none"> <li>• Be visible and positive</li> <li>• Engage in learning time and wellbeing walks to see positive behaviours, provide support and coach and model expectations</li> <li>• Drop into classrooms to catch children being positive</li> <li>• Ensure restorative conversations take place</li> <li>• Ensure that assemblies/focus weeks around behaviour regularly take place</li> </ul>
<p><b>Teachers every day will:</b></p> <ul style="list-style-type: none"> <li>• Meet and greet every child at the classroom door at the start of the day and at the start of the lesson lunchtime</li> <li>• Be responsible for the consistent awarding of rewards in their classroom.</li> <li>• Practice VRF's, PACE and Regulate Relate, Reason</li> <li>• Ensure children are continually reminded of behaviour expectations</li> <li>• Take responsibility for their own learning</li> <li>• Build relationships by using the VRFs, PACE and regularly check in on children</li> <li>• Refer to '<b>the 4 B's Be Ready, Be Respectful, Be Kind, Be Safe</b>' as non-negotiable rules.</li> <li>• Model positive behaviours and always highlight the behaviour we want to see in positive terms.</li> <li>• Plan lessons that engage, excite, challenge and meet the needs of all children.</li> <li>• Promote intrinsic motivation by rewarding the process of learning (behaviours for learning).</li> <li>• Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.</li> <li>• Maintain a positive classroom environment</li> <li>• Ensure wider school rules are maintained</li> </ul>	
<p><b>We recognise positive behaviour through:</b></p> <ul style="list-style-type: none"> <li>• Stickers</li> <li>• Dojo</li> <li>• Weekly 4 B &amp; COGL certificates</li> <li>• Headteacher Awards</li> <li>• Class Award systems</li> </ul>	

**Support Beyond the Classroom:** (Used for change of adult or to support the restorative conversation.)

- Learning Mentor
- Thrive Lead
- SLT
- Senco
- Headteacher

Senior Leader **Alternatives to Suspension and Exclusion**

- Use internal inclusion
- Pastoral plan of support
- Parental meetings
- Team around the Family (TAF)

## 'Give me 5' Listening Code

### When I am asked for my attention I:

1. **STOP** what I am doing
2. **EMPTY** my hands
3. **LOOK** at the teacher
4. **LISTEN** to the instructions
5. **THINK** and respond

### Non- Retaliatory

At St Albert's non-retaliation behaviour is promoted. Children are taught the simple rule:  
***We don't hit, but if someone hits me, then: I tell a teacher***

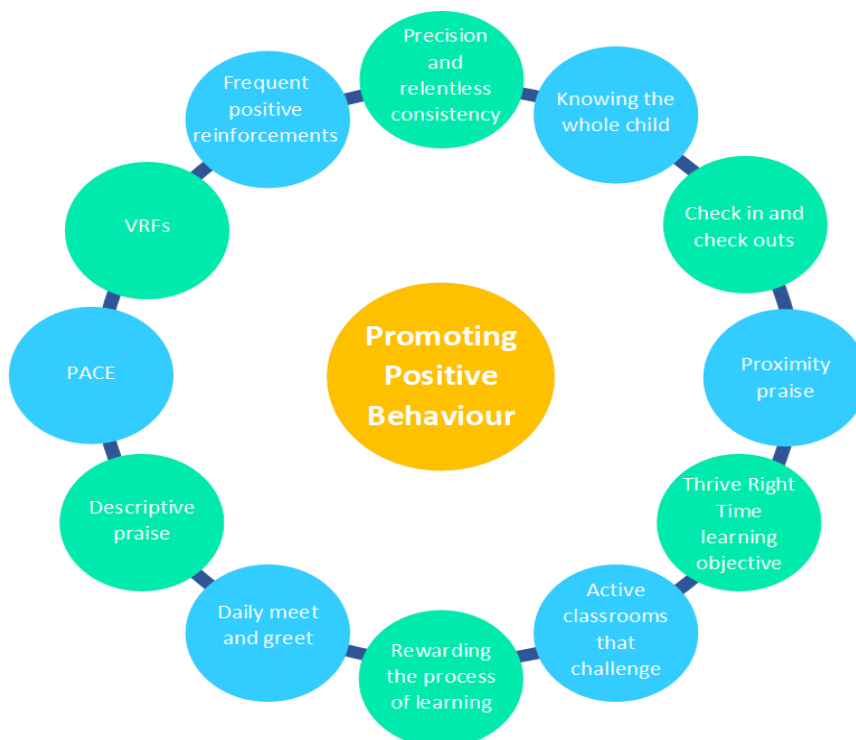
All children are encouraged to tell a teacher and not hit back and all teachers/adults must respond and be seen to be supporting the child.

As non-retaliatory responses are against the ethos of many of the children's experience of play outside of school, we need parental support, staff commitment and pupil's trust to make this work.

### Recognition and rewards for effort

The best form of behaviour intervention acknowledges and enhances the positive.

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 children who seem the hardest to reach.



We promote a growth mindset when using praise by rewarding the process of learning through awarding Dojo 'in the moment'. We identify and name the key skills and attributes shown, leading to intrinsic motivation, resilience and life-long learning.

We will reward those children who demonstrate positive behaviours in and around school through

- Verbal Praise and Recognition
- Dojos and Use of House teams
- Golden Time (as part of well being approach)
- Weekly CoGIs and 4 Be Awards
- Headteachers Awards
- Stickers
- Golden time
- Termly awards
- Attendance Awards
- Class awards ie star of the day, class mascot

## Dojos

At St Albert's we have a whole school, consistent approach for rewarding and encouraging good behaviour, effort and manners through use of Dojos. Dojos can be rewarded for displaying the 4 Bee rules, for demonstrating our gospel values or use of the good characteristics of leaning (COGLS). They can also be used for

- Good work/effort
- Displaying good manners
- Displaying a caring attitude towards others
- Staying on task etc
- Smart appearance

When awarding a dojo the member of staff should reinforce the good behaviour e.g. 'You can have a dojo for waiting so patiently'.

**Once awarded a dojo can never be deducted**

Dojos are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract them, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

## Dojo House Points

The children are split into house teams St George, St Andrew, St David and St Patrick and dojo points are collected and awarded to the different teams in assembly. The winning house team at the end of each term are awarded with an additional playtime,

**Weekly Certificates** -Recognition in the form of a certificate are awarded each week in assembly. These are a COGL Award or a 4 Be Award

**Headteacher Awards:**\_Children may be sent to the headteacher throughout the day for a head teacher's awards for good behaviour or good work. The children will be given a sticker and their work recognised

**Termly Awards**\_We have this every term and parents are invited along to this. We share attendance medals and the class teacher identifies a child in their class to be a recipients of award plaques for Outstanding Achievement or Most Progress

**Class Awards** – each class may have their own system depending upon the each and motivation of the children especially in EYFS and KS1. Examples of these are Star Pupil of the Day, use of a Mascot taken home, pegs, postcards home,

**Pride of St Albert's tea parties:** Children are nominated for a special tea party for any achievements or acts of kindness beyond the school day and in the community.

**Recognition Boards** – have been introduced in each classroom

***We use awards to frame behaviours that are over and above expectations.***

### **Teaching Good Behaviour**

We believe that 'good education can only follow good behaviour'.

Children are consistently taught good behaviour and clear examples are set.

- Children should be aware, on a daily basis, about our expectations and good self-discipline should be a way of life within the school.
- Opportunities for actually teaching issues relating to good behaviour should be adopted by teachers.
- Time will be allocated in the first week of each new term to stress the importance of our high expectations.
- At the start of each academic year class rules must be established with frequent reminders throughout the year. At the same time school rules, including playground and lunchtime rules, should be reinforced.
- **PSHCE** sessions will be used to address and develop children's behaviour on a weekly basis.
- In addition to this, frequent reference will be made in weekly PSHCE assemblies, and will be the main emphasis in the weekly award assembly.
- **Learning Mentor** time will be spent supporting children having problems with behaviour needs or emotional needs. Timetabled individual, group or whole class sessions can be carried out using various strategies to support the individual. Our Learning Mentor may carry out assessments ie Boxall and prepare programmes of work or they may make necessary referrals to support agencies. The work of our Learning Mentor sits alongside that of our **Thrive lead**.
- We use **Zones of Regulation** to help children with managing their behaviour.

- We also use **Character Muscles** to help children understand character traits that they need to develop
- **Relax Kids** strategies are to be promoted throughout the school and all children will have Relax sessions each week.
- The promotion of **Play and Creativity** can aid behaviour. Through play and creative activities children learn new skills, build positive relationships and develop their social skills. Therefore ways and time for play and creativity are to be sought.
- We look at the **Sensory Needs** of our children and how these can be support in class. We have a sensory shed and Sensory boxes in all classrooms.
- Teachers use **Relentless Routines** to support behaviour- Praise in Public, Remind in Private, Wonderful Walking, Calm Voice, Time in not Time Out and Count down from 5

## Behaviour Steps

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms, for example 'Show me your listening ears'.

It is vital that knowledge of the child's social and emotional development is considered. Steps should always be used with care and consideration, considering individual needs where necessary. All children must be given time in between steps to make good choice.

1. RELATE	Consistent high-quality teaching. Dojos, marbles and redirect using PACE, VRFs and Praise
2. REMIND	Praise in Public and Remind in Private Reminder of expectations 4 Bs 'Ready, Respect, Kind Safe'. Repeat reminder if necessary but usually no more than two.
3. FINAL REMINDER	A clear conversation and ' <b>final reminder</b> ' delivered privately to the child using the <b>30 second script</b> to make them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.
4. TIME IN (CALM CORNER)	At this step the child will be asked/accompanied to go to the calm corner in the classroom for a 'Time In', they will have access to calm box resources until an adult can speak to the child privately as a co-regulator. <b>Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.</b> Zones of regulation may be used.
4a Yellow Card	Yellow cards will be issued after a verbal warning for minor incidents. Children will miss their playtimes Two yellow cards will result in a red card. A yellow card may be used in conjunction with steps 3 and 4. Zones of regulation should be used alongside the yellow card.
4b Red Card	Red cards will be applied for more serious incidents such as physical harm, insolence etc. A red card will result in a <i>missed lunch time and a playtime</i> . If a child is issued with a red card a letter will be sent home on the same day informing their parents, alternatively a phone call home or text may be made. A record of all red cards will be kept. Staff issuing red cards / yellow cards should make a record in the Red Card book stored in the School Office and enter more detailed notes on CPOMs. For serious incidents the Headteacher and Deputy head teacher should be informed and tagged into CPOMS. Continual red cards will result in parents being called into school to discuss the matter further and possible withdrawal from after school activities. <i>If a child is on a red card they cannot attend any afterschool activities that week. This is at the discretion of the headteacher who will check if the child regularly gets red cards.</i>
5. TIME IN REGULATION	At this step the child will be referred to <b>regulation</b> ; this can be at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. Children can also choose to access a regulation pod if they would benefit from out of class co or self-regulation. This provides opportunities to express emotions and reflect. <b>Regulation spaces include the carriages, the sensory shed, the quiet room or being sent to the headteacher</b> Step 5 always concludes in Repair with the adult where (or with whom) the rupture occurred.
6. INDIVIDUAL POSITIVE REWARD SYSTEM	Report Card Meeting with parents Consider referral to Learning Mentor or Thrive Child supported with a Positive reward system with agreed targets that will be monitored, shared at a meeting with the teacher, child, parent and pastoral lead.
7. PASTORAL SUPPORT PLAN	A Pastoral Support Plan (PSP) aims to help a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and will include the teacher, child, parents and pastoral lead in the drafting process. Children may be referred to the Behaviour Team

## Step 1 - Relate

Consistent high-quality teaching. Use positive praise, recognise and name good behaviour, move around the space, refocus through direct questioning, use polite but firm reminders. Reposition and redirect using PACE, VRFs..

## Step 2 – Remind

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children of 4 Bs **Be Ready, Respect, kind and Safe**. Repeat reminder if necessary but usually no more than two.

## Step 3 – Final Reminder

The **30 second script**, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].
- I am wondering if you are feeling [...]?
- You know we have a Ready, Respect, Safe rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke.
- Do you remember when you [did that kind thing for...]? That is who I need to see today.
- When I come back in \* minutes, I want to see your wonderful [...]. Thank you for listening. **Now walk away but remember to return at the given time!**

The 30-second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour. Praise in Public (PiP) and Remind in Private (RiP).



## Step 4 - Time In (calm corner)

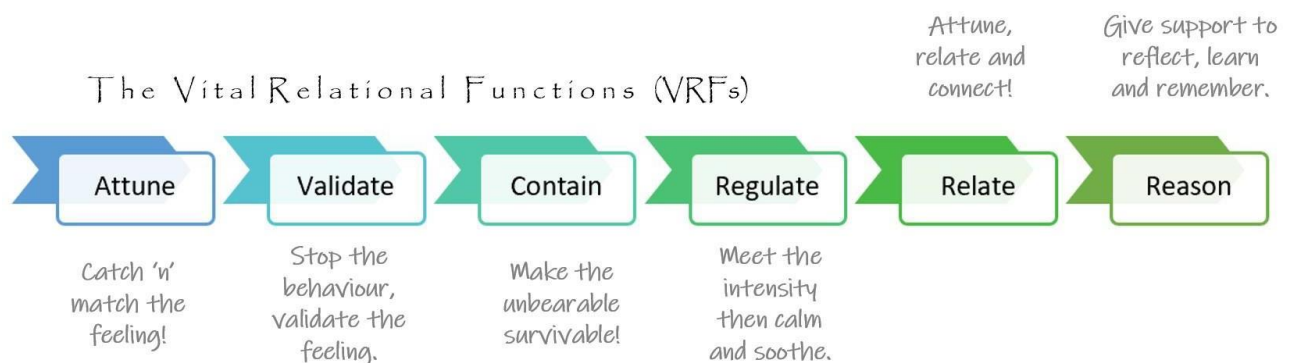
If a child reaches this stage, they are beginning to dysregulate. Children will have a 'time in' for regulation in a space within the classroom (calm corner). Children will be allowed to use the calm box until an adult can speak to the child privately as a co-regulator.

- The child will be asked to go to the calm corner in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- The teacher will have a chance to speak to the child away from the class and will use WIN; 'I am wondering, imagining, noticing...'.
  - Boundaries are reset.
  - Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.
- Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions.
- If this is at playtime, the child should have 'time in' by using a pod to re-regulate.

For there to be a positive outcome from Time in the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tools to be successful. This does not come from isolation of shame; it comes from practice and supported learning.

**Step 4 always concludes in Repair with the adult where (or with whom) the rupture occurred.**

**This graphic shows the interaction between the VRFs and the Three Rs in supporting a dysregulated child through to 'Reason**



A Yellow Card may be given with associated consequences

A Red Card may need to be given with associated consequences. Teachers should request a meeting with the parents of children who are regularly on red cards, meet regularly with them and monitor this.

**There may be occasions where there is significant dysregulation and 'time in' at the calm corner is not appropriate. In this instance the child should be moved to a safe space/regulation pod to support them to regulate and/or to defuse a situation. In general, three minutes should be enough time.**

### **Step 5 – Time In (Regulation pod)**

If step 4, 4a and 4b is unsuccessful, or if a child refuses a Time In within the classroom, then the child will need to be withdrawn to attend some regulation work a pod at the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome.

Immediate support at the pod will be provided where the level of dysregulation increases risk for the child, other pupils or the staff member.

Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and if they are not, feels secure to ask for another member of staff to step in.

Regulation spaces/work include

- The carriages in the foyer
- The sensory shed
- Work with Learning Mentor or Thrive
- Being sent to the headteacher/SLT if necessary
- If a child is very dysregulated the Safe Room may be used (See Safe Room Policy)

### **Step 6 –Individualised Positive Reward system (PRS)**

**If a child is dysregulating regularly, then they will have individualised targets.**

Where a child continues to struggle with showing improved behaviours in school further support structures will be implemented in the form of a Positive individualised reward system. This will be a holistic approach by putting in pastoral interventions alongside monitoring. Decisions to place children on any formalised behaviour monitoring will be taken by the Headteacher, in collaboration with the class teacher, SENDCo and Pastoral Lead.

The individualised positive reward system will support the child by setting a precise behaviour target that is achievable. An achievable target will be set by the Class Teacher and Pastoral Lead in conjunction with the child. A review is held at the end of each half term and a decision made as to the best course of action. A mentor will be assigned to offer the child support.

Could be prompted by:	Persistent low-level disruption to learning or regular moves to 'time-in'.
Minimum time frame:	Targets to be review every half term
Formative measure:	Individual precise behaviour target set at the end of each half term Teacher with Pastoral Leader
Maintained by	Pastoral Lead : Headteacher and Sendco kept informed.

### step 7 – Pastoral support plan (PSP)

Could be prompted by	Failure to respond to the PRS or following incidents of more serious behaviour.
Maximum time frame	Targets to be reviewed every half term at a PSP meeting.
Formative measure:	Individual PSP meeting and specific targets agreed with Class Teacher, Behaviour Support/SLT, parents and child (where appropriate). SENDCo, Associate Sendco or
Maintained by	Pastoral Lead

#### **If a child continues to be dysregulating regularly, then they will have an individualised plan.**

A Pastoral support Plan (PSP) is put in place when less formal measures have not been successful in helping to improve a child's behaviour. Its purpose is to promote social inclusion and help to reduce the need for Suspension or Exclusion. The effectiveness of the PSP relies on identifying the underlying causes of the child's behaviours; the Pastoral Lead will seek to identify the barriers to behaviour through an individualised Thrive assessment and action plan. The action plan will be shared with parents as part of the PSP meeting and help to form the formal targets for the child's PSP. A mentor will be assigned to the child.

A child's behaviour may deteriorate before it improves when a PSP is introduced. Rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a PSP for maximum success, especially with younger

children.

The PSP will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child. Specific targets will be identified through the Thrive assessment.

The Child will also be referred to the Knowsley Inclusion and Behaviour Team

## **Restorative Conversations**

### **St Albert's is a restorative School restorative practices are promoted**

Restorative approaches teach behaviour. Effective restorative practice fosters an awareness of how others have been affected by unacceptable behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place.

Offer a postponement and some support if the child is not ready to speak: *'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?'*

It is important that the repair takes place with the member of staff involved in the incident, to complete the rupture – repair cycle.

To meet their individual needs, strategies that help a child to regulate vary according to the child.

Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions will allow learning to take place:

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets or using a sand tray.)
2. I'm wondering if you felt a bit angry / frightened / scared etc.

3. I can imagine it's difficult to have those big feelings but it's not ok to [...], I think I could help you with that.
4. How do you think [...] is feeling?
5. How can we repair it?
6. I wonder whether there is a way that we could make this right?

The adult lends the child their thinking brain to problem solve and find an appropriate solution.

Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents or events that are not relevant) and plan the conclusion. Use WIN (I'm wondering, imagining, noticing...)

All staff will take responsibility for leading restorative conversations; Senior Leaders can provide support to ensure a positive outcome.

### More Serious Behaviour Incidents

<b>8. INTERNAL INCLUSION</b>	An Internal Exclusion may be appropriate to support learning and ensure children's safety. A child internally excluded would not have contact with their class but instead have specific wellbeing support focussing on social, emotional and behavioural skills and their education would continue. Lunch time exclusions may also be used for children who are continually being disruptive at lunch time or those who whose behaviour would benefit from a midday break away from school.
<b>9. SUSPENSION</b>	Suspensions will always be used a a last resort. A Suspension would follow Government guidance and upon return to school, a child would have support through a Pastoral support plan Up to 5 days at headteacher decision (15 days in total)
<b>10. PERMANENT EXCLUSION</b>	Children who are continually being suspended are at risk of being permanently excluded. Serious incidents need to be treated on an individual basis and the circumstances investigated. Any Exclusion would follow Government guidance, it could be considered for a first or 'one off' offence including for example:  Sexual abuse or assault Serious actual or threatened violence against another pupil or a member of staff Supplying an illegal drug Carrying an offensive weapon Serious deliberate damage to school property Any pupil found to have made a malicious accusation against a member of staff

If any member of staff requires assistance in the classroom for example, because of pupil disruption or because a child has put themselves in danger, they should call upon an SLT member of staff to support

### **Steps 8, 9 and 10 – Exclusion**

Where more serious behaviour incidents occur, we will look to support the child consistently and subjectively in line with the incident and the individuals involved, utilising knowledge of the child and their behaviours. Staff have received Positive Handling training, part of our response and a strategy for de-escalation. If a physical intervention is required, staff are trained to use positive handling techniques (see below) .

An internal exclusion will be given where possible over a Suspension. The Class Teacher /Headteacher/Pastoral lead and the child reflect on successes and challenges and agree next steps.

Where a child is given a Suspension, or following a referral to outside agencies, the reports received will form the targets for their PSP

Where a child is excluded, consideration should be given to the appropriate level of support required when the child returns to lessons.

For children with a special educational need, reasonable adjustments will be made according to Code of Practice (2015) and Equality Act (2010). In these situations, working alongside parents to agree targets and building in steps to success are key.

See Appendix for further information on Suspensions and Exclusions

### **POSITIVE HANDLING:**

Children have a right to learn and teachers have a right to teach in an environment free from challenging behaviour.

St Albert's staff are trained by Team Teach professionals (accredited by B.I.L.D. – British Institute for Learning Disabilities) in positive handling techniques to be used in instances of extreme challenging behaviour.

If Positive Handling is used, a senior member of staff must be informed, a written account of events recorded and parents must always be informed.

**Staff must NOT use positive handling:**

- as a form of punishment
- in isolation – positive restraint techniques should only be deployed when **2 or more members of staff are present.**
- before explaining to the child what is going to happen and why.

**We acknowledge that reasonable adjustments may need to be made to be made to for children in our school with disabilities or SEN.**

School places high priority of the correct usage of positive handling and failure to follow procedures could result in disciplinary action for staff.

(refer to the Positive Handling Policy )

## **External Support & Working in Partnership**

**Working in partnership:**

It is the responsibility of the class teacher to initially consult with Miss Jones (Learning Mentor ) or Mrs Rossiter where more intense support is needed.

An individualised programme may need to be established.

Available support includes:

**Learning Mentor**

- Group work
- 1:1 sessions
- Referral to Children’s Services
- Referral to Family Support Programmes / Workers
- Referral to Behaviour Support

**SENCo**

- Establish Individual Behaviour Plan (IBP)
- Inclusion on Planning and Review Agenda (termly)
- Referral to external partner: Access & Inclusion Team; Educational Psychologist; Camhs etc.
- Establish a Personalised Education Plan (PEP)
- Establish a TAF

In rare occurrences where a child’s behaviour has not improved following targeted support, we will engage with further external agencies to assist us.

**Agencies involved could include:**

- **Behaviour Support Team** ; referral to the Behaviour Support Team .
- **Consideration for a Pupil Referral Unit (PRU)**
- **CAMHS** (Child and Adolescent Mental Health Services) - An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- **Referrals** – e.g. paediatrician, educational psychologist therapists,
- **Childrens and families wellbeing service** – A Local Authority Service, which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.
- **Inclusion hub**- Supporting children identify as being at risk of suspension or exclusion
- 

This list is not exhaustive, the needs of the child will dictate which support is required. Parents will be informed, and their views and consent sought should the school refer to one of the above agencies.

## School Rules

School Rules linked to the 4 Bs	
<b>Safe</b>	<p><b>Food and Drink</b></p> <p>Children may bring fruit from home to eat at morning play. They may also obtain fruit at breakfast club, through the National Fruit Scheme or from the tuck shop. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.</p> <p><b>Reasons:</b> Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. When children brought drinks they were largely of the high sugar, fizzy, highly additive variety. This was believed to be having a detrimental effect on behaviour as well as on dental health. Drinks were frequently spilled and bottles smashed, spoiling other packed lunches and presenting an unacceptable risk of cuts and food contamination.</p> <p>Children have regular access to water and are supplied with water bottles. A choice of quality juice, milk or water is available during lunch.</p> <p>Protection against allergies</p>
<b>Safe</b>	<b>Jewellery</b>

	<p>Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be taken out at home on the days the child does PE. Any articles removed should be locked in the teacher's cupboard for the duration of the lesson.</p> <p><b>Reasons:</b> Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.</p>
<p><b>Ready</b></p>	<p><b>PE Kit</b></p> <p>Appropriate clothing must be worn for all PE activity. Long hair must be tied back</p> <p>Indoors:-No jewellery, bare feet, shorts, Tee shirt or vest</p> <p><b>Reasons:</b> It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.</p> <p>Outdoors:-No jewellery, plimsols or trainers, shorts, Tee shirt, (Tracksuit in certain conditions).</p> <p><b>Reasons:</b> Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).</p>
<p><b>Ready</b></p>	<p><b>School Clothing</b></p> <p>The school has a separate school uniform policy available on the website. Uniform may be purchased from the providers listed in the policy. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. <b>Black sensible</b> shoes should be worn. Makeup and Nail varnish should not be worn. False nails/tips etc are not allowed and children may be sent home to get them moved immediately.</p> <p><b>Reasons:</b> The overwhelming majority of parents, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots</p>

	are unsafe for the school environment. False nails are dangerous and deemed inappropriate.
<b>Respect</b>	<p><b>Personal property</b></p> <p>The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats.</p> <p><b>Reasons:</b> Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.</p>
<b>Safe</b>	<p><b>Mobile Phones/Smart Watches</b></p> <p>Mobile phones and smart watches are not allowed in school or on a school residential or trip.</p> <p>Mobile phones brought into school by Year 5 and 6 who are allowed to walk home must give their phone into the class teacher upon arrival in school or to the school office and collected before they go home</p> <p>They should never be left in trays or coats or used during school hours.</p> <p><b>Reasons:</b> During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying. Safeguarding risk.</p>

### Generic Rules

We are a 'no shouting' school and a 'no shouting' policy is in operation. Shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

- Children should not run inside the school. They should move around the building in a safe and sensible manner.
- Enter and exit the hall in an orderly manner. Children should not talk during assembly .
- Children should not re-enter the school building without permission at lunch time.
- Children should be encouraged to go to the toilet before leaving the building.
- No abusive language is tolerated.

- Follow the Hands Up Rule
- *If a member of staff puts their hands high into the air - Stop what you are doing immediately and put your hand up too and remain silent).*
- We would expect all parents/carers to support the school in ensuring a warm, caring and safe environment for all our children.

## Lunch Time Rules

### DINING HALL RULES

- Please walk.
- Remain in your seat – Hand up for help.
- Talk quietly. (*Talking is permitted/encouraged as meals are a social occasion, however, excessive noise including talking/shouting to other children on another table is unacceptable).*
- Always show good table manners and respect.
- Follow instructions given by the Welfare ladies
- Children should not re-enter the school building without permission at lunch time.
- Children should be encouraged to go to the toilet before leaving the building

### RULES FOR THE PLAYGROUND /FIELD

- **New rules will be introduced relating to play and at St Albert's as we work to become an OPAL school. (see Play Policy)**
  - Remember St Albert's 4 Bs
  - Speak politely to everyone, only calling people by their proper names.
  - Take turns fairly when playing games.
  - Share your fun with others if they want to join in.
  - Take care of belongings and never borrow something unless the owner allows you to.
  - Play games that cannot hurt others or damage the school.
  - Make sure you play in the proper supervised areas.
  - Make sure your litter goes in the bin.
  - Finish your food in the Dining Hall. Do not take it into the yard.
  - Respond immediately to the bell/whistle. First ring stop, stand still and listen for instructions. Second ring walk to class line and line up without talking
  - Children are to be brought onto the playground and off the playground in an orderly manner by the Classteacher or Classroom Assistant.

## **BULLYING, including CYBER BULLYING, RACIST REMARKS OR PHYSICAL HARM**

(See separate policies on Anti-Bullying and Anti-Racism)

**Racist abuse or bullying are not tolerated under any circumstances.**

Any incidents will be investigated immediately and referred to the Headteacher/Deputy who will see the pupil(s) concerned. The Headteacher will ask to see the pupil's parents to discuss incidents, if necessary. The Headteacher will decide on appropriate sanctions to be used.

A record of such incidents will be kept (see Anti Bullying or Anti-Racists Logs), stored in the Headteacher's Office.

## **SPECIAL EDUCATIONAL NEEDS**

(Please see SEN Policy)

Some children are on the special needs register because their behaviour warrants more specific support.

In these instances, the SEN Code of Practice will be adhered to, although there is an expectation that the principle of the behaviour policy would have previously been addressed.

Children with Behavioural Special Needs will have a IBP or PSP drawn up and the advice and support of outside agencies, along with the Learning Mentor will be sought.

All staff have been trained in Positive Handling.

## **EQUAL OPPORTUNITIES**

(Please refer to the Equal Opportunities Policy)

## **INCLUSION STATEMENT**

It is the aim of all staff to ensure that every child has support for full presence, participation and achievement.

## **REVIEW OF POLICY**

The effectiveness of this policy will be reviewed annually by the Lead Behaviour Co-ordinator and every three years by the Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

This policy will be reviewed yearly.

Signed:

Designation:

Date:

## Appendix 1: St Albert's Thrive Charter

As part of our 'Thrive Approach' staff at St Albert's Primary School are trained in, support and fully engage with our Thrive Charter.

**All staff throughout school take great pride in the positive relationships we forge and through our use of Thrive, we will;**

BEING IN RELATIONSHIP

- Ensure that all physiological and psychological needs are met.
- Be consistent, reliable and provide clear boundaries following the school's relational policy.
- Be a role model when talking to other adults.
- Make eye contact with adults and children, using their name and smiling at them.
- Make facial cues explicit and clear.
- Teach explicit calming, breathing and relaxing techniques and model how to regulate emotions.
- Acknowledge and validate experiences and feelings of children.
- Regularly name sensations in our bodies and match these to a range of feelings
- Form positive relationships with our children; notice small details, show interest in their lives and be curious about any changes.
- Provide an inspirational learning environment, catering for a range of needs and abilities and include safe spaces.
- Celebrate the gifts and talents of all children, celebrate what make us all unique and special.
- Have fun with children and model playfulness
- Provide meaningful roles and responsibilities in school for pupils

**For a great many reasons there are times when children will need additional support. This includes:**

- The provision of properly resourced Safe Spaces around school including regulation pods, fully equipped nurture room, a sensory room
- Early morning welcomes and check-ins
- Reduced timetables
- Soft start approach to the day for individuals
- Support through access to the calm corner or regulation pod.
- Thrive 1-1 or small group support with a qualified practitioner
- Unrelenting support to ensure that all children are able to access and/or re-engage with learning, school and home life.
- Transitional objects and 'holding in mind'
- Additional notice at transition times and early warning of activities starting and finishing.
- More structured indoor and outdoor activities based on play and friendship.

- The provision of sensory equipment such as fidget toys for overwhelming times and anxious moments
- Additional support to meet the needs of children by using for example:
- Visual reminders including 'now and next' boards.
- Sensory breaks including sensory diets and circuits
- An acknowledgment that on big occasions, or at times of change, children may become overwhelmed so additional resources and/or support will be needed by for example:
- Providing 'drawing and talking' activities to link sensations to feelings.
- Use singing ,Drama and music to calm and soothe.
- Playing games that are based on non-verbal signals.
- Using puppets to explore a range of feelings.
- Using feathers, face painting ,playdoh and bubbles to explore a range of senses.
- Providing sand trays and opportunities to explore social stories.
- Providing opportunities for children to cook together, play musical instruments and percussion games.
- Providing opportunities to take part in games that are based on trust.

# Appendix 2 St Albert's 1 Page Behaviour Blueprint



## St Albert's Behaviour Blueprint

Mission - Love, Learn and Serve

### OUR 10 GOSPEL VALUES & The COGLS (Characteristics of Good Learning)

Kindness, Peace, Justice, Integrity, Simplicity, Humility, Compassion, Love & Respect, Forgiveness, Hope

*Flexible Flo* is flexible and creative; she often comes up with new methods (creative) She work well with others and is collaborative  
*Brave Astrid* is brave and positive; she overcomes challenges and learns from her mistakes  
*Determined Dexter* is determined and resilient and always tries his best He works hard and is independent  
*Curious Ash* is curious and inquisitive. He loves learning and is engaged in all his lessons

#### OUR RULES (The 4 B's)

1. Be Ready
2. Be Respectful
3. Be Safe
4. Be Kind



#### VISIBLE CONSISTENCIES

1. Daily Meet and Greet
2. Wonderful Walking
3. Expected behaviours praised first
4. Daily reinforcement of the Gospel Values and Cogls



#### RECOGNITION (Over & Above)



1. Golden Time
2. Recognition Boards in Class  
Star of the Day/Week
3. Assembly Certificates
4. Home contact (calls, texts)
5. Postcards
6. Headteacher/SLT praise
7. Class Rewards or Class Dojos
8. Happy Fun Friday
9. Reward Medals

#### RELENTLESS ROUTINES

Praise in Public (PIP)



Remind in Private (RIP)

Wonderful Walking



Calm Voice

Time In not Time Out

Count Down from 5

#### STEPPED BOUNDARIES

1. **Reminder** of rule + Do you need help with the rule?
2. Last chance **Warning** (using **microscripts**)
3. **Yellow Card** - Calming time
4. **Red Card**-Immediate consequence/**Time IN**
5. ~~Report Home~~
6. *Parental involvement (including the child)with teacher*
7. *Restorative conversation with SLT (straight to this step if serious incident)*
8. **PURPLE FLAG** - Report Card
9. *Individual Behaviour Plan*
10. *Exclusion*

#### MICROSCRIPTS

1. I can see that maybe you're feeling...
2. I can see that because you are...
3. The consequence of this will be...
4. Do you remember the \_\_\_ (positive behaviour) I saw \_\_\_? That's who I need to see again now.
5. Thank you for listening.



#### Behaviour Support

1. Learning Mentor Support (group wk, 1 to 1, Boxall, Referrals)
2. Use of Zones of Regulation (Green, Yellow, Blue, Red)
3. Sensory Shed, Sensory Tools, Use of Rainbow Room
4. Tool Boxes / Backpacks
5. Character Muscles

#### RESTORATIVE QUESTIONS

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected?
6. What should we do to put things right?  
How can we do things differently?



## Appendix 3 4 Bs

# New School Rules

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### • OUR RULES (The 4 B's)

1. Be Ready
2. Be Respectful
3. Be Safe
4. Be Kind



## Appendix 4 Play Charter

St Albert's Play Charter		We have a responsibility to make everyone enjoy playtime so we will:	
<p><b>Be Kind</b></p>  <p>Make our own choices Look after one another, our school and our resource Treat everyone how we like to be treated</p>	<p><b>Be Safe</b></p>  <p>We will help to set play equipment up We will help to tidy things away</p>	<p>Share the resources Know how to play kindly with each other Listen to each other</p>	<p><b>Be Respectful</b></p>  <p>Make sure we are keeping myself safe Make sure we are am keeping everyone else safe Make sure everyone is safe by managing risk THINK will it hurt? Will it Break?</p>
		<p><b>Be Ready</b></p> 	

## Appendix 5: Vital Relational Functions (VRFs)

The VRF's are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child's emotional, social and neurological development.

The VRFs are:

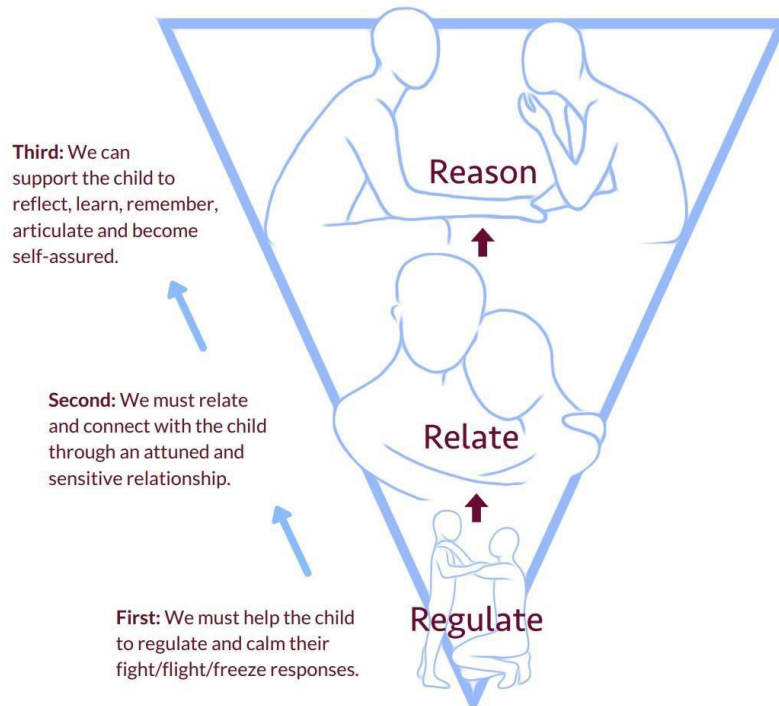
<b>Attune</b>	Demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.
<b>Validate</b>	Demonstrating that their feelings are real and justified.
<b>Contain</b>	Offering their feelings back to them, named and in small pieces.
<b>Regulate</b>	Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by the adult who is working closely and regularly with the child is a significant contributing factor to the child's developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under-recognised and under-used resource that has a significant positive impact on a child's ability to regulate and build positive relationships.

## Appendix 6: Regulate Relate Reason (The three Rs)

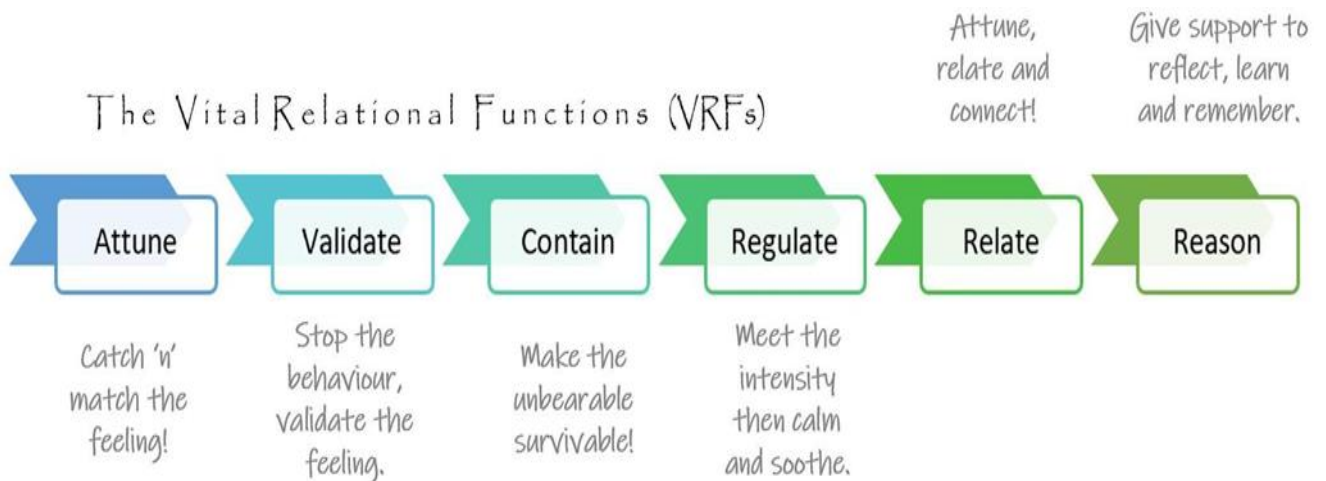
The three Rs: Reaching the learning brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from other

This graphic shows the interaction between the VRFs and the Three Rs in supporting a dysregulated child through to 'Reason'



## Appendix 7: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy:

**Playfulness** involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

**Acceptance** involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

**Curiosity** involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open discussions with the pupil.

**Empathy** involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

**For more information about the PACE approach please refer to literature by Dan Hughes.**

Real examples of PACE in action: Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

**Playfulness** – Use playful language to de-escalate the situation. 'Goodness me I really would rather you came down. Problem is that if you fall, I'll have to fill out a lot of forms and I'm a bit like you – 'I'd rather be doing lots of fun things'

**Acceptance** - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel.

I can see that this has made you feel really upset.' Avoiding saying things like, 'Oh it doesn't matter, don't be upset about a silly fall out.'

**Curiosity**- Enquire and check what the young person's emotional experience is.

'I wonder if you're feeling angry because of what X just said?'

**Empathy** - Show that you understand that how difficult they are finding things.

'I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to away from everything.'

## Appendix 8: Recognition Boards

**Extract from When the Adults  
Change Everything Changes**  
(Written by Paul Dix)

*A recognition board is the simplest way to shift the culture in your classroom. It doesn't prevent you from dealing robustly with poor behaviour, it just means that you will be dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising poor behaviour doesn't help, but routinely advertising the behaviour that you do want does.*

*Simply write at the top of the board the behaviour on which you want to focus. Try 'One voice' for classes who constantly talk over each other, 'Speak politely' to emphasise manners or 'Hands and feet to yourself' for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. In this case the focus might be 'Accurate peer feedback', 'Persuasive language' or 'Show working'.*

*When you see children demonstrating the behaviour well, write their name on the board. The recognition board is not intended to show praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.*

*Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically.*

*The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson / session / day (depending on context) the aim is for everyone to have their name on the board.*

## Appendix 9 – Low Level & Serious Level Behaviours

### Low Level

- Name calling
- Inability to prepare for lessons (lining up/keeping teacher waiting/talking/ giggling)
- Disregarding School Rules (4 Bs)
- Eating chewing gum/sweets
- Using mobile phones
- Inappropriate behaviour in assembly/classroom
- Inappropriate 'out of class' behaviour

### Serious Behaviours

- Defiance towards the reasonable requests of staff
- Swearing
- Persistent targeting of a child by a group or an individual (physical or verbal)
- Intimidating behaviour
- Verbal abuse to others
- Bringing dangerous objects into school
- Sexual/Racist/ Homophobic/Derogatory remarks/behaviour
- Vandalism and graffiti
- Physical violence to self, others or property
- Stealing
- Absconding from the premises

**Please note that this list is not exhaustive.**

**It is a guide and each incident will be approached on an individual basis.**

## Appendix 10 Characteristics of Gool Learning are promoted through the COGLs

Flexible Flo is **flexible** and creative; she often comes up with new methods (creative). She work well with others and is **collaborative**

Determined Dexter is **determined** and **resilient** and always tries his best  
He works hard and is **independent**.

Brave Astrid is brave and **positive**; she overcomes challenges and learns from her mistakes.

Curious Ash is **curious** and **inquisitive**. He **loves learning** and is **engaged** in all his lessons

## Appendix 11 Restorative Practice

St Albert's is a Restorative School and Restorative Practices are promoted throughout.

### Restorative Practice Philosophy Statement:

*Effective Restorative Practice fosters an awareness of how others have been affected by unacceptable behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the behaviour not the wrongdoer. This allows the wrongdoer to make amends for the harm they have caused.*

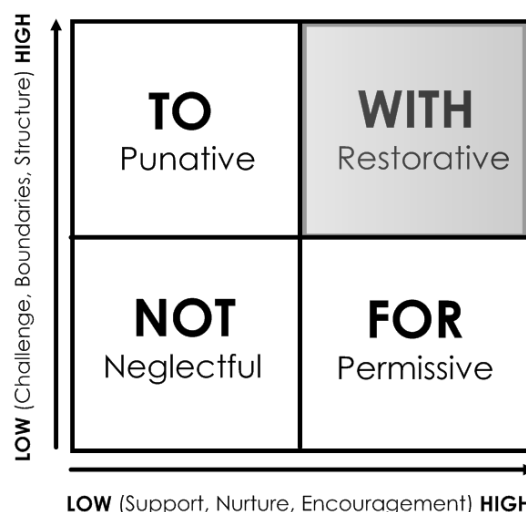
As a Restorative School we aim to use the following principles explicitly:

### Restorative Practice principles:

1. Social Discipline Window
2. Affective Statements
3. Fair Process
4. Restorative Questions
5. Restorative Practice Continuum

All of these principles are underpinned by the process of working **WITH PEOPLE**.

### 1. Social Discipline Window



Wherever possible we should try to work in the '**with box**', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always be positive and respectful role models to the children.

2. Affective Statements - examples may include:

**I was very disappointed when you.....**

**I am upset by what has just happened because.....**

**I feel that the work we have done together has been wasted through your actions.**

**I feel that (describe action) was very disrespectful.**

**I feel disrespected when you ignore me.**

**I am sorry that I misunderstood the situation .....**

**I felt really proud of you when I heard .....**

**I feel really pleased and encouraged that you made the right choice.**

**I respect your honesty and thank you.**

**I want to thank you for your cooperation.**

3. Fair Process

Engagement - involving all participants in the process

Explanation - shared understanding

Expectation Clarity - clear vision for the future

4. Restorative Questions

***The Wrongdoer:***

- What happened? Then? Before?
- How did you feel? Now?
- Who has been affected?
- What do you think needs to happen next?

***The Harmed Person:***

- What happened? Then? Before?
- How did you feel? Now?
- How has this affected you?
- What do you think needs to happen next?

#### 5. Restorative Practice Continuum

At Albert's Primary School we believe it is best to do things **WITH PEOPLE**. Wherever possible the use of fair process and responses to challenging behaviour should involve building relationships and repairing harm between the harmed person and the wrongdoer:



Much of the work carried out to address challenging behaviour or conflict should be accomplished by working at the informal end of this spectrum.



#### Behaviour for Learning in Action:

At St Albert's Primary School we promote Restorative Practice through -

- Use of Visual Check Ins in each class to promote Emotional Intelligence
- Use of timetabled class Check In and Check Out Circles (**Appendix 3**) to create equality and connection
- A designated Restorative Practice area in each classroom to promote key ideas and provide children with a space to reflect
- Check Ins and Check Outs in Staff Meetings
- Development of Emotional Intelligence through Assemblies and delivery of PSHCE
- Restorative Practice behaviours promoted by School Councillors and Prefects
- Use of 'Support Partners' within classes to encourage positive reminders of school Core Values and the school rules

## Appendix 12 Suspension & Exclusion

Suspension and Exclusion will always be the last resort (following support) and will be done in partnership with parents and following latest Government and LA guidance. If appropriate, 'Alternative Provision' or similar may be sought on behalf of the child in order to avoid further exclusions.

**Internal Suspension** (up to 5 day – Headteacher’s decision)

- Child has no contact with own class or classmates.
- No access to playground, extra-curricular or enrichment activity.
- Parents, Chair of Pupil Discipline Committee, Behaviour Support informed by letter.
- LA informed of likelihood of external suspension.

*If behaviour improves return to class on a Behaviour Contract or PSP. If behaviour does not improve, move to Fixed Short Term Exclusion.*

**Fixed Short Term Suspension** (up to 5 days 15 days on total – Headteacher’s decision)

- Parents, Chair of Pupil Discipline Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on Contract for a minimum of 2 weeks.

**Permanent Exclusion (Pupil Discipline Committee)**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 20 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or ‘one off’ offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

## Appendix 13 - Notes for Staff on Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' alone as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to isolation, the head should be sent for. If unavailable, the deputy or most senior staff member available should be called.

Our 'Positive handling Policy' clearly defines what is and is not acceptable practice should physical intervention be required. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. They may be placing a child in greater danger by doing so. The headteacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site, stay within visual contact or quickly return. Once the child has calmed down, the head or appropriate staff member, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable the police should be informed directly.

Upon returning to school it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how seriously the school views this behaviour.

### **Movement in and around School**

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated and frequently reinforced by appropriate rewards when followed (refer to Rewards).

Children not behaving appropriately should be encouraged to do so; reminded of what is expected or face sanctions for repeated lapses (see Sanctions).

Example: If observed running, a child should be sent back to a stated point and be observed to walk correctly, accompanied by positive verbal feedback by the teacher or other adult such as 'There you are, you can walk sensibly. Well done!' and so on.

If observed running with a total disregard for other people or displayed work then sanctions should be brought to play (see Sanctions).

Children observed behaving appropriately, politely and considerately, i.e. holding doors, lining up quietly etc, should be thanked, praised or rewarded with a 'Smiley'.

### **Movement Around School - Suggested Procedures for Large Groups**

- Call the group together using the familiar phrase: 'Can I have your attention please?'
- Give out any instructions and set expectations.
- Use and enforce Lining Up practice.

- Make sure all children are settled before setting off.
- Use set points to walk to and wait i.e. foot of stairs, corners, doors etc.
- Encourage a child to hold the door for others to pass through (thank them for this).
- Try to have no more than one class meeting at any one point at any one time.
- Walk to the left hand side of the corridor/stairs.
- Encourage children to pick up fallen articles of clothing as they pass rather than walk over them (thank /reward them for doing this).
- Think about your own position to allow maximum supervision of your group as they move around i.e. stand at corners, foot of stairs etc.
- Encourage the concept of person space. In due course this should lead to sensible self-disciplined movement around school as the children mature.

### **Movement Around School - Suggested Procedures for Individual Children**

- Choose appropriate individuals for messages – one (KS2) or two (FS, KS1).
- Make sure messengers know that they can enter any classroom.
- Encourage the use of good manners, e.g. wait until a teacher is ready to respond, use of please and thank-you.
- Remind the messengers or those showing work of what is expected of them as they move around the school, (ensure that they do know where they are going).
- Ensure a fair system for choosing messengers and monitors to avoid favouritism.

### **Playtime Supervision**

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

A minimum of two staff members are required to supervise playtimes for each department. Supply teachers should cover the duty of absent teachers but should never be without support.

A Learning Mentors should be present on the playground by 8:45am, when children are asked to arrive. The Premises Officer should be present on the yard as children are released, the help ensure the building is quickly vacated . No hot drinks should be taken onto the playground.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per yard area maximises levels of visual supervision.

One minute before the end of play staff should go to the yard to collect their classes. If, for whatever reason, staff do not respond to the bell, the duty teacher should not blow the whistle or send children into the building unsupervised, but send for the head, deputy or most senior teacher available.

Upon hearing the whistle children should stop what they are doing, stand still and remain quiet. Upon the second whistle they walk to designated class lines, joining at the back of the line. Staff send children in a class at a time, ensuring there is no running or congestion. Good behaviour whilst entering school should be reinforced with praise and/or the awarding of a 'class point' (see Class of the Week).

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty. In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to; work through and allow a later playtime if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. It is permissible for teams to share supervision of indoor play allowing teachers a staggered break, provided that departments are never left unsupervised.

**Playground procedures** (see Lunchtime Procedures)

In order to influence behaviour when dismissing children at playtime, lunchtime and home time teachers should supervise their own children in the corridor, putting on coats etc. Children should be well informed by their teachers that if they do not put on their coats at the beginning of playtime then they will have to do without for the whole of playtime. Children are not allowed back into school during playtimes. Children are not allowed to remain in the building unsupervised unless they have 'Trusted Pupil Status'.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on the bottom KS2 yard or the field in appropriate conditions at the discretion of the duty teachers. Any misuse of playground equipment will lead to confiscation.

Any other behaviour at playtime should be dealt with by the teachers on duty, or reported to a senior member of staff according to severity or frequency.

Any child needing medical attention at playtime will be dealt with by a member of the support staff with first aid training.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

## Appendix 14 Zones of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
energy	Everyday needs	calmer	Gain Control
focus	feel good		Feel safe
comfort	feel healthy		
	Maintain focused energy		
	well being		

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 sad  tired	 happy  calm	 frustrated  worried	 angry  terrified
 sick  bored	 feeling ok  ready to learn	 silly  excited	 yelling  hitting
I can try...  stretch	I can try...  drink water	I can try...  deep breaths	I can try...  take a break

- Once we can identify how we are feeling and what zone we are in, we decide what tool we need to help us regulate.



- IDENTIFY
- ZONE
- TOOL
- REGULATE

- Children need to be taught what their emotions are and the associated language. (LMs and class)
- Children need to be introduced to tools, practice using them and see if they have any impact (LM class)
- Each child may respond differently
- Backpack approach
- Model tool
- Acknowledge when children make an attempt at a tool

