

## **BEHAVIOUR SUPPORT POLICY**

At Holy Cross and All Saints RC Primary School we aim to:

- a) provide a safe, calm and caring atmosphere for learning to take place.
- b) support every child's emotional wellbeing
- c) ensure consistency, fairness and clear expectations.
- d) ensure that pupils are listened to and treated with equal respect.
- e) support caring and co-operative behaviour and to support children in regulating their emotions / behaviour
- f) understand that all behaviour is communication
- g) ensure commitment to the policy from all members of the school community.

### **EXPECTATIONS**

Experience has shown that children demonstrate a wide range of emotional needs when they start school in EYFS and that our expectations must take account of that. We must be prepared to take a long-term view of our aims without compromising our commitment to our overall philosophy.

We would expect children:-

- 1) To show politeness to each other and all adults.
- 2) To have respect for their own belongings and those of others including classroom and school resources.
- 3) To follow instructions and complete tasks set to the best of their ability.
- 4) To have a pride in themselves, their appearance, their work and the school building.
- 5) To move around school sensibly and in an orderly fashion. No running in the building.
- 6) To co-operate with and show consideration for others developing into a respect for the points of view of others.

### **POSITIVE REINFORCEMENT**

To promote high standards of behaviour, effort and work, all the staff will hold high expectations of the children, both in behaviour and the effort involved in producing work of a high standard. It is hoped that our policy will give our children clear guidelines and thereby promote positive behaviour and emotional literacy.

### **WHOLE SCHOOL EMOTIONALLY FRIENDLY APPROACH**

#### Golden Rules

To promote good behaviour in all classes we follow the "Golden Rules" agreed by and discussed with the children at the start and throughout the school year. These are clearly displayed in each classroom.

#### Class Dojo

Children are awarded Dojo points for following the Golden Rules and good behaviour is positively commented on and encouraged as an example to all. The children record their Dojo points on the online Dojo system which parents can access at home to celebrate success.

These points are totalled up at the end of each week and the class/house with the most points is announced each week at "Celebration Assembly". At the end of each term, the winning class/house will receive a trophy and children in the winning house can wear their own clothes for the day. Each week, the child with the most points within each class from the winning house/class will become house/class winner. They will receive a WOW Badge in Celebration Assembly to wear in school.

#### Star of the Week

At the end of each week, children may be awarded a Star of the Week Certificate and sticker for following the Golden Rules by displaying good behaviour, effort or good work. This is then presented

to them at the weekly whole school Celebration Assembly. Head Teacher awards are presented at the end of each term when children receive a prize and a certificate is displayed with children's photographs on a prominent board on the school corridor.

### Circle Time

Circle time is provided throughout the school so that children have the regular opportunity to discuss their emotions and to develop emotional literacy. At the beginning of the school year, teachers are provided with planning for Circle Time lessons linked to our Emotionally Friendly approach to introduce/reinforce the 'Balls of Emotions' and the development of emotional literacy (see Emotionally Friendly School policy). Any pertinent issues are then fed back to the School Council. The School Council meets every two weeks and discusses school issues and promotes children's ideas for the SLT to discuss.

### Bullying

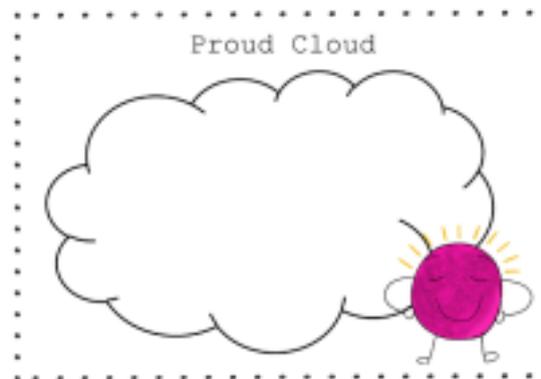
Holy Cross and All Saints RC Primary School has adopted St. Patrick's High School scheme of BULLYWATCH as a way of tackling appropriately the issue of bullying. A copy of the leaflet advising parents and children about the process is shared annually with pupils and parents and is available on the school website.

### Behaviour Support System

At Holy Cross and All Saints RC Primary, we use the approach of a 'behaviour support system' as opposed to a 'behaviour management system' to ensure that all children are supported to regulate their emotions with regular emotion 'check-ins'. This system will be clearly displayed in each class with pupil's names ready for the start of each new year.

### **How our behaviour support system works:**

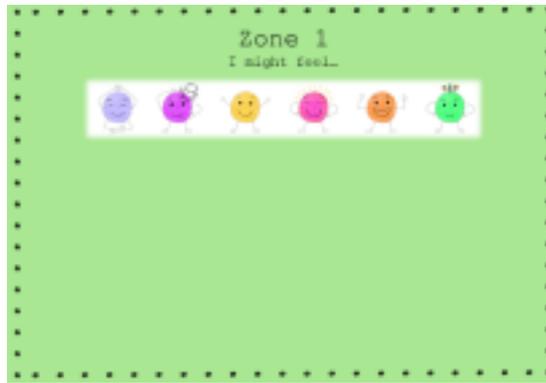
#### Proud Cloud



The proud cloud has been introduced to ensure that all children who show that they are going above and beyond the school's 'Golden Rules' are receiving recognition for this (see appendix 1 for a list of behaviours which would result in a child being moved on to the proud cloud). Children moved on to the proud cloud will receive 10 dojos and an animated proud post message will be sent home to parents / carers via Class Dojo



### Zone 1



All children begin the day in Zone 1. The emotions which children might be feeling in this shown are clearly displayed using the Balls of Emotions images.

If a child is displaying warning signs (please see section 4 for possible warning signs), the child will be signposted to the Ball of Emotions check-in resource to discuss how they are feeling. Staff can refer to the information they have received on Emotion Coaching or appendix 2 for more information on how to speak to a child at this point.

A child will then be signposted to specific strategies / resources which could help them to regulate their emotions / behaviours at this point.

### Zone 2



If a child continues to struggle following the school's 'Golden Rules', they will be reminded of the balls of emotions / strategies and asked to move their name in to the zone 2 order to receive further support and to continue to regulate their emotions and behaviour. Further or alternative strategies may be suggested here to support the child in doing so.

If the child regulates their emotions their name will be moved in to Zone 1.

### Zone 3



If the child is still unable to regulate their emotions / behaviour, they will be asked to move their name in to the Zone 3 in order to regulate their behaviour further and be reminded of the balls of emotions again and strategies.

If a child has moved their name in to Zone 3, they will be required to complete an Emotion Evaluation Form to reflect on their emotions. This should be done at the closest possible time e.g. playtime,

lunchtime or Golden Time. Emotion Evaluation Form: <https://forms.gle/nGdrFovKhQsnVk1P6>

Children may be sent to Mrs Bell where appropriate to discuss their emotions and reasons for behaviour, possibly using pupil voice / emotional literacy resources.

### **EXAMPLES OF UNREGULATED BEHAVIOUR**

- Bullying
- Calling names
- Persistent bad manners
- Physical harm to others
- Disobedience
- Defiance
- Disrupting the class
- Telling lies
- Answering back/Arguing
- Destruction to resources
- Swearing
- Non completion of work
- Not listening

Some children may need personalised support to manage their emotions and behaviour and this may include an amended visual designed specifically for them and additional strategies. These strategies will promote emotional literacy and reward good behaviour and manage emotional dysregulation. School may request advice and support from external agencies at this point.

### **BEHAVIOUR MONITORING**

To support pupils exhibiting persistent behavioural challenges, we implement an Individualised Behaviour Plan informed by the S.T.A.R. approach—Situation, Trigger, Action, Response. This structured framework enables staff to observe and record behavioural incidents in context, identifying patterns and underlying causes. Monitoring is conducted throughout the school day by designated members of staff, with findings reviewed regularly by the Senior Leadership Team. The S.T.A.R. approach facilitates targeted interventions, promotes consistency in response strategies, and ensures that pupils receive appropriate support to improve self-regulation and engagement in learning.

### **INDIVIDUALISED BEHAVIOUR PLAN/SLT REPORT**

As part of our inclusive approach to behaviour management, pupils identified as requiring additional support may be placed on an Individualised Behaviour Plan (IBP). This plan outlines specific behavioural targets tailored to the pupil's needs and is monitored by the Senior Leadership Team throughout the school day. The IBP enables staff to track progress in real time, respond promptly to behavioural patterns, and implement appropriate interventions. Observations and outcomes are recorded systematically and reviewed regularly in collaboration with parents, carers, and relevant professionals to ensure consistency and effectiveness.

### **EXCLUSIONS**

Exclusions will be given for a serious breach of the school behaviour support policy or incidents of serious harm to the education/ welfare of pupils and staff. The Headteacher may give a Fixed Term (a number of days) or Permanent exclusion. See Exclusions Policy.

Information on exclusions is shared anonymously within the Curriculum, Pupils and Admissions committee and reported in the Headteachers report on a termly basis.

### **DAMAGE TO SCHOOL OR OTHER PROPERTY**

When a child deliberately damages school or other property, the school will inform the child's parents and discuss the expectations that the parents/guardians to make good the damage.

The success of the Behaviour Support Policy and school behaviour system will depend upon individual members of staff expecting the same code of behaviour, following the Emotionally Friendly School Approach and rewarding children accordingly. It also demands that staff accept a collective responsibility for the operation of the system throughout the school.