



Behaviour and Recognition Policy 2025

Mowden Schools are committed to creating an environment where exemplary behaviour and relationships are at the heart of our school. 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 of **Ready, Respectful and Safe. Building strong relationships are central to this policy.**

Visible Adult Consistencies

1. Meet and greet pupils.
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 and Safe' in all conversations about behaviour.
6. Be calm and give take up time when going through the steps. Prevent sanctions.
7. Follow up every time, retain ownership and engage in a reflective dialogue with the learner.
8. Be vigilant and take responsibility for all children's behaviour around school. Ensure children are ready after transitions (breaks/lunches) for learning to start at specified times. (This could include the use of movement breaks before a focused session)

Expected behaviours for learners

- Being kind to others
- Appropriate actions without needing adult reminders
- Helping someone
- Being polite
- Safe transitions

Relentless Routines

- Recognition Boards
- Noticing Notes
- Morning Greetings
- Use of Micro Scripts
- Restorative questions



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30 second Micro Script

- **I have noticed that you are...** (having trouble getting started, wandering around etc.)
- **At Mowden we are...** (one of the three rules)
- **Because of that you need to ...**(refer to the action to support the behaviour – move to another table complete the learning at another time etc)
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviours)
- **That's who we need to see today.**
- **Thank you for listening** – then give child time to change behaviour.

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?

De – Escalation Techniques

Distraction

Change of face

Proximity - give space

Send on a very important job/message

Change of activity

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 in learners.

Senior leaders will:

- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.



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- Review provision for learning.
- Be a visible daily presence around school.

Recognition and rewards for effort

We recognise and reward learners who follow the expected behaviours and school rules. 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.

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

Rewards

<u>Reward</u>	<u>Why</u>	<u>When</u>
Recognition board	Targeted at a specific learning attitude. Names on board when attitude met (can't be removed) When whole class achieve the learning attitude – celebrate together.	Updated weekly (or when needed)
Child of the Week/Worker of the Week Certificate	Recognition of school values and leaning effort/attitudes	Weekly Thursday Junior School Friday Infant School
Notes home/ positive post its/ postcards	Teacher to sent notes to children at the end of the day when a child has shown above and beyond behaviour and attitudes to learning	When applicable
Stickers	Teachers can give children a sticker for a variety of reasons following the 3 rules as well as for effort in learning.	When applicable
Big Stickers!	Visit to SLT for a fancy big sticker or two – when children have gone above and beyond in their learning or behaviour.	When applicable
House points	Merits = a house point Interschool competition which runs termly – celebrated in Celebration Assembly	When applicable (Junior School only)
Merit Cards	Teachers give merits for work, good behaviour above and beyond and children add to card and then get a certificate (after every 25)	When applicable (Junior School only)

Monitoring Behaviour in School

Where there is cause for concern; written notes are kept on CPOMS.

Stage 1 – intervention by a member of staff.

We teach children acceptable behaviour. If a child's behaviour is inappropriate, it is important that a clear, consistent approach is taken.



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- Outlining the unacceptable nature of the behaviour.
- Explaining the effect that the behaviour is having on the child and or others
- Providing the child with an example of and alternative, positive way of behaving – I have noticed etc
- New session means a new start.

Stage 2 – reflection and reparation in class.

- Reinforce the unacceptable nature of the behaviour and child could be moved in class to support them making the right choice. This should be done in private with no element of shaming the child.

Stage 3 – reflection and reparation at playtime (with class teacher)

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

And/ or

Stage 4 – reflection and reparation in another classroom

- Reinforcing the unacceptable nature of the behaviour.
- A specified amount of reflective time in a separate classroom.
- Phase leader to be made aware of when a child is asked to work in a separate classroom and why – reported on CPOMS when applicable or if persistent behaviour.
- Speak to parent if applicable.

Stage 5 - member of SLT/Phase Leaders to support

- A specified amount of time to be spent in phase leader classroom or SLT office.
- Parent/Carer made aware of the incident: by class teacher.
- Reported on CPOMS.
- If behaviours persist regular contact with parents/carers will be made.
- If no improvement is evident a more formal meeting with class teacher and parents/carers will take place to discuss strategies to support the child.

Stage 6

- Involvement of outside agencies if needed
- Possible temporary exclusion, reduced timetables, alternative provision or permanent exclusion.

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

Positive Behaviour Support Plans



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At times it will be necessary to adapt this policy to reflect the child's individual needs and a positive support plan will be introduced with adapted strategies to best support the child in conjunction with parents/carers. This will include strategies that are shared school wide to support and promote a positive behaviour from the pupil.

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 recognition/rewards nor stepped sanctions procedures may be sufficient to support them or protect other children from their actions.

PACE

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how adults connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

With PACE, the troubled child can start to look at himself and let others start to see him, or get closer emotionally. He can start to trust.

Playfulness - This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when storytelling, rather than an irritated or lecturing tone.

Acceptance - is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgment or evaluation, her inner life. The child's inner life simply is; it is not right or wrong

Curiosity - involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?" or "I wonder what...?"

Empathy - lets the child feel the adult's compassion for her. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times.

Anti Bullying and Safeguarding

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