

St Anne's CE (Aided) Primary School



# Behaviour Policy

Written by: Mr. L Bennett

## **Rationale**

This policy sets out the expectations for behaviour at St Anne's School and our approach in ensuring that all pupils and staff are safe and that they are able to thrive in a positive learning environment. This is in keeping with our core aims and values and ensures that we are 'Growing to Flourish in God's World.' At St Anne's, the children, staff, governors and members of the community believe that behaviour rewards and consequences should be underpinned by the key values of our faith.

## **This policy has been developed in keeping with the following legislation:**

- Education Act 1996
- Education Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Behaviour and Discipline in Schools – Advice for Headteachers and School Staff 2014

This policy also acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding, and in respect of pupils with special needs (SEND).

The teacher may discipline a pupil for any misbehaviour when the pupil is: taking part in any school organised or school related activity, travelling to and from the school, wearing the school uniform or in some way identifiable as a pupil at the school.

Teachers will act appropriately whenever pupil's actions could have repercussions for the orderly running of the school, poses a threat to another pupil, themselves or member of the public or could adversely affect the reputation of the school.

## **Aims and Expectations**

Our behaviour policy:

- Establishes clear and consistent expectations of behaviour.
- Applies methods of positive reinforcement to encourage good behaviour.
- Applies consequences for poor behaviour choices.
- Assists children in developing good standards of personal behaviour.
- Promotes equality of opportunity by providing an environment in which children are able to learn.
- Develops in each child a sense of their own self-worth.
- Aims to help children grow into positive, responsible and increasingly independent members of the school community.

## **Golden Promises at St Anne's**

Together, the staff and the children believe in the the following five Golden Promises. These are centred on our key Christian values and will be the expectation of children at all times of the day, in all areas of school:

1. I promise to be honest at all times.
2. I promise to always do my best.
3. I promise to show respect to myself and others.
4. I promise to keep myself and others safe.
5. I promise to look after my property and that of others.

These promises are displayed in classrooms and around school to remind the children of the expectations. The children wear a Golden Promise badge to demonstrate that they keep to the Golden Promises and are rewarded with Golden Time if they keep them. There is an 'Our Golden Promise' board in every classroom. See **Appendix 1** for details about the Promise Board. Badges are part of the school uniform and are to be worn at all times by staff and children.

## **Rewards**

The reward system at St Anne's is the Star Award system. Star Awards will be given to the children and they can be given by all staff, governors and professional visitors to school. The aim would be for the children to gain certificates through the year:

Bronze = 30 Awards

Silver = 60 Awards

Gold = 100 Awards

Platinum = 150 Awards

(See **Appendix 2** for examples)

## **Awarding Certificates**

Children must show their classteacher the chart if they have collected enough Star Awards for an award. They will then receive a certificate in Good Work Prayers.

All class teachers adhere to the reward structure we have in place and there are no major differences in these rewards in the classroom i.e. raffle prizes, stamps etc should not be in classes as they will take away the importance of the Star Award System. Teachers may wish to have a table point or Star of the Week, for example, but they must not undermine the importance of the whole school policy and procedures.

To ensure a positive ethos, all adults in school regularly give encouragement, praise and rewards. (See **Appendix 3** for more information on praise and consequences)

## **Behaviour for Learning Policy**

For some children, bespoke systems of behaviour management are put into place. These may be for children with specific behavioural issues. Any such systems are developed as part of the Seven Stages of the Behaviour for Learning Policy (**See Appendix 4**).

## **Confiscation of personal items**

Confiscation of items, either personal items or general items from the classroom will be used as a consequence. The aim of confiscating items is in order to maintain an environment conducive to learning - one that safeguards the rights of other pupils to be educated.

School will keep a record of confiscated items considered valuable and the grounds for the confiscation. Personal items will be kept safely and returned at the end of the school day, directly to parents or the school week depending on the circumstances.

## **Power to search without consent**

In the interests of safeguarding for pupils, staff and all stakeholders, the school has the power to search without consent. This is at the discretion of the Headteacher or members of the Senior

Leadership Team. The power to search without consent can include searching for any 'prohibited items' for example:

- ⊗ Knives and weapons
- ⊗ Alcohol
- ⊗ Illegal drugs
- ⊗ Stolen items
- ⊗ Tobacco related items
- ⊗ Fireworks
- ⊗ Pornographic images (in any form including on technological devices)
- ⊗ Any article that is likely to be used to commit an offence, cause personal injury or damage to property

This list is not exclusive or exhaustive.

Any prohibited items will be dealt with in line with Government Legislation:

- ⊗ Weapons, knives, drugs, any form of pornography or any illegal items will always be handed over to the police, otherwise it is at the Headteacher's or SLT member's decision when the item will be sent home.

### **Behaviour off the school site**

Children at St. Anne's are expected to behave positively when off the school site in accordance with our Golden Promises. This would include representing the school at sporting fixtures or other events, time spent on educational visits or recreational visits or when wearing the school uniform in a public place.

Positive behaviour choices are also expected when children attend school activities that take place on school premises after school hours, that is, during all extra curricular activities.

### **Positive Handling**

All members of staff working with children understand they have a duty of care towards them as laid out in The Children Act (Guidance and Regulations 1989 Vol 4) They are also aware of the regulations as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils (DfE 2013)*.

Staff will positively handle children when they need to prevent injury to another child or an adult, if the child is in danger of hurting him/herself or if the child is damaging school property. The actions we take are in line with government guidelines as mentioned above.

There are members of staff who are Team Teach trained and where possible, they will manage any positive handling. However, all staff have a duty of care to protect all children, therefore any member of staff can positively handle a child when the situation is at crisis level. A physical intervention form must be filled in and signed by the Headteacher. These are kept in a bound book in the Headteacher's office.

### **The role of all staff**

- ⊗ Be vigilant in all areas of the school in relation to any type of poor behaviour, harassment and bullying and ensure that appropriate and fair action is taken in relation to any incidents.
- ⊗ Adhere to the Anti-Bullying Policy.

- Take appropriate action in response to incidents arising and ensure all incidents are recorded using the RM system.
- Be a positive role model for pupils and treat all other staff and pupils with respect in keeping with the school's values.
- Adhere to the Staff Conduct Policy.
- Be consistent in the application of this policy and feedback to SLT any relevant points regarding the effectiveness of the policy or behaviour management procedures.
- The class teacher should liaise with parents if there are concerns about the behaviour of a child.

### **The role of the Headteacher**

- To implement this policy, its strategies and procedures and ensure that all stakeholders are aware of this policy and all stakeholders have access to it.
- The Headteacher/SLT will work to maintain high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- Ensure that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy.
- To respond appropriately to any complaint made to the school in relation to this policy by pupils and/or parents/carers.
- Ensure that any incidents of poor behaviour or bullying are dealt with and recorded appropriately.
- Report to governors regularly regarding any incidents, pupil support in relation to this policy and its impact.
- To ensure the health, safety and welfare in the school.

The Headteacher has the responsibility for giving fixed-term exclusions (in line with LA policy) to individual children for serious poor behaviour choices. For repeated or very serious acts of poor behaviour, the Headteacher may permanently exclude a child. The latter involves consultation with the Pupil Discipline Committee of the Governing Body. Such decisions are delegated to the Deputy Headteacher in the Headteacher's absence.

### **The role of parents**

Parents/Carers will be informed of the school's expectations and will be expected to support the school in developing a safe and effective learning environment through its behaviour policies.

- Parents/carers are expected to read and sign the Home/School Agreement and act in accordance with it.
- Where parents/carers have an issue with the management of behaviour in school they are expected to raise their concerns appropriately in keeping with the school complaints procedure.

### **The role of the governors**

Governing bodies have a duty under section 175 of the Education Act 2002 requiring to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This would include;

- Ensuring that the school complies with this policy.
- Ensuring that the school's policy and its procedures and strategies are carried out and monitored.
- Ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address the issues arising.

- ⦿ Governors will support the school in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- ⦿ The Chair will reasonably consider any appeal against a decision made in relation to this policy.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

### **Equality and Special Educational Needs (SEND)**

This policy applies to all staff and children in the school. The systems for rewards and consequences should be consistent. However, some changes and adjustments can and should be made for children who may find it difficult to access this system. Any changes to the system for particular children should be discussed and planned with the Headteacher, Deputy Headteacher and/or SENCo before doing so. We recognise our duty to promote equality in line with the Equality Act 2010 which may mean that those with protected characteristics may be treated more favourably than others.

### **Discriminatory Behaviour**

All governors and staff recognise our duties under the Equality Act 2010 to:

- ⦿ Eliminate discrimination, bullying and harassment aimed at protected characteristics as defined in the Act.
- ⦿ Promote equality of access and opportunity within our school and within our wider community.
- ⦿ Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Repeated incidents that involve discriminatory behaviour or a single serious incident may lead to consideration under child protection procedures.

### **Monitoring and Recording**

The Headteacher monitors the effectiveness of this policy on a regular basis. She/He also reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded with statutory records sent to the LA.

It is the responsibility of the governing body to monitor the rate of fixed terms and permanent exclusions and to ensure that the school policy is administered fairly and consistently. (For daily recording and monitoring see **Appendix 5**)

Class teachers are responsible for recording incidents on RM Integrus.

### **Access to the policy**

A full written copy of this policy is included on the school's website and the First Class system for staff.

Parents can request a copy of the policy. Our aims are clear in our Home- School Agreement.

## **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **Linked policies**

Attendance Policy  
Anti-Bullying Policy  
Charging and Remissions Policy  
Safeguarding Policy  
Equality Policy  
Health and Safety Policy  
Special Educational Needs Policy  
Staff Conduct Policy  
Accessibility Plan  
Marking Policy

## **Behaviour Policy Appendices**

### **Appendix 1:**

The Golden Promise Board will be used as a consequence to move children if they are not keeping their promises and also as a method of showing children how they can redeem themselves.

Through our core Christian values children can say that they are sorry and be forgiven. The Golden Promise system is consistent throughout the whole school as follows:

- ⊗ Teachers decide what the board looks like (i.e. a rocket, race track) and take on board children's interests. It is at child height so they are responsible for moving themselves up and down.
- ⊗ There are four sections to the board.
- ⊗ Everyone starts in September at the bottom of the board and will earn their badge by moving to the top. Once at the top they have earned their badge by keeping their promises.
- ⊗ When the children are at the top they must then stay there by continuing to adhere to the Golden Promises. If they break a promise they will be asked to move one step down each time they break one.
- ⊗ When they move down they must be told which promise they have broken and staff discuss with them what they should have chosen to do instead and how they are going to move up the board.
- ⊗ Steps on the board –
  - 1 step results in 10 minutes deducted from their Golden Time,
  - 2 steps results in 20 minutes deducted from their Golden Time and
  - 3 steps results in the full 30 minutes lost and their Promise badge will be taken.
- ⊗ If a child moves down steps they will lose the required amount of Golden time regardless of how many times that child moves back up or down the board.
- ⊗ If a badge is taken then they must return it to the Headteacher and explain why they have lost the badge. In the Headteacher's absence then it is to be returned to the Deputy Headteacher and if they are both off site or unavailable then they return it to a member of the Senior Leadership Team.
- ⊗ Key Stage One children must be escorted over to the office by a member of staff when they have lost their badge.
- ⊗ Badges can be earned back when they reach the top of the board again. The promise board should be reviewed just before they go to lunch and then again just before they go home (this can be more flexible for children with specific needs).
- ⊗ When reviewing whether children can move back up the board then all the children can be involved and ask if they think the person should be moved back up and link it back to the Golden Promise.
- ⊗ Classteachers will keep a record of which children have moved down the Promise Board and why. This will aid any analysis of promises broken or repeated incidents.
- ⊗ Immediate consequences must be given to suit the poor behaviour choice. This includes the loss of Golden Time.

Alongside the Golden Promises the children and staff devise targets for Investors in Pupils. These are to link closely to the Golden Promises.



## **Appendix 2:**

Star Awards should be given for some of the following examples:

- ⊗ Children who are seen to be upholding the good reputation of St Anne's at all times.
- ⊗ Children who are constantly and consistently adhering to the promises.
- ⊗ Children in class who may give an exceptional answer – possibly where they are showing that they are making links to their previous learning.
- ⊗ Pupils who are going above and beyond helping others and being a positive member of the school.
- ⊗ Children who have impeccable manners.
- ⊗ Children who produce exceptional work which shows they have put in that extra effort.
- ⊗ They can be used as an incentive to promote good behaviour of others i.e. "Year 3 you have all come in silently to assembly and you are all sitting exactly as we expect, well done, one star award for you all."

As a guide, we would expect to see the Bronze Award being achieved in the first term, Silver in the second and Gold in the third. Platinum would be a great achievement for children who have always consistently behaved. These timescales are flexible and teachers must use their own professional judgement to award Stars.

Star Awards for work should be given for exceptional work for that child. Other rewards for work should be positive written and verbal comments and motivational stickers on the work. If an award is given for exceptional work then the teacher will write 1 Star Award or draw a star in a circle and then the children will look at their last piece of work to see if they have one and go and collect it.

Awards can be displayed/collected in one of the three following ways:

1. A chart on the wall where the children find their name and stick an award on it (best for Key Stage 1 and EY).
2. A chart to be kept in the child's tray and once the colour sections are complete then they collect a certificate.
3. An award book to be kept in trays and children collect when they have reached the number they need.

### **Appendix 3:**

Praise may be given informally or formally. It may be given to an individual, a group or a class. More formal gestures of praise are recognised and celebrated by the whole school on a regular basis. Praise is given for upholding high standards of work and correct behaviour choices.

#### **Praise**

- ⊗ Star Awards;
- ⊗ Golden Promise Badges;
- ⊗ May take the form of a smile, positive comment or a gesture;
- ⊗ Comments or symbols in children's work;
- ⊗ Public praise in front of peers;
- ⊗ Midday supervisor rewards;
- ⊗ Golden Promise awards given for children who have been showing that they are following the promises;
- ⊗ Achievements in and outside school are celebrated in a Good Work Prayers;
- ⊗ Good work rewarded with a certificate and shared in Good Work Prayers. Parents will be invited to this collective worship;
- ⊗ Half termly and termly attendance awards;
- ⊗ Achievements in school's sports are rewarded with certificates and medals.

#### **Consequences**

For children whose behaviour choices are poor and not in accordance with the school's Golden Promises; consequences will be applied. Consequences used aim to promote positive behaviour choices and reflect the nature of the misbehaviour.

- ⊗ Moving down the Golden Promise Board leading to loss of Golden Time and possibly the badges;
- ⊗ Disapproving look;
- ⊗ Verbal reminder;
- ⊗ Confiscation of items;
- ⊗ Lost Learning Time (LLT);
- ⊗ Verbal warning;
- ⊗ Playtimes may be taken from the children if they need to make up for lost learning time;
- ⊗ Children can be kept for up to 15 minutes after school without notice to parents;
- ⊗ Children can be kept for up to 30 minutes after school with 24 hours' notice given to parents;
- ⊗ Serious or repeated incidents will be communicated to parents immediately by classteachers;
- ⊗ Continued unacceptable behaviour will lead to a warning of exclusion;
- ⊗ Internal exclusion will be used where necessary;
- ⊗ The last resort is exclusion from school on a fixed term or permanent basis following the Local Education Authority's policy on exclusion;
- ⊗ The severity of an incident may require exclusion to be applied immediately.

Consequences will be issued in a calm and controlled manner. They will be applied consistently and fairly and monitored closely. Children will be aware that a consequence, when mentioned, will be used.

Wherever possible, consequences will be used that are logical consequences of the pupil's poor behaviour choices. For example, if work is not finished in class due to a child's behaviour choices, a teacher might make a child complete it at break time.

When appropriate, consequences may entail a child/parent being charged to replace or repair damage to property that has been harmed by intent; in line with our Charging Policy.

## **Appendix 4:** **(Created by The Jigsaw Team)**

### **Consequences**

In the use of consequences, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Consequences are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances. When consequences are applied, children should be helped to understand why what they have done is not acceptable. A greater understanding of good Behaviour for Learning should result in a reduction of the repetition of incidents. Our structured conversations about Behaviour for Learning should convey our displeasure at the nature of the behaviour and not of the child.

**Note** See also our policy on the 'Use of Force'.

- If behaviour results in injury or abuse then a L.A. incident reporting form should be completed ( if you are not sure if the incident constitutes abuse or non accidental injury, discuss it with the Age Phase Leader in the first Instance who may refer you to a member of the SLT)
- If physical intervention of any kind is required then a 'Physical Intervention' (P.I.) record must be completed as soon as possible.
- Both incidents should be reported to parents.

We have an agreed system of Behaviour for Learning which is outlined below. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further consequences being applied.
- Enable us to identify any Special Educational Needs (S.E.N.)
- Allow early involvement of parents, Age Phase Leaders (A.P.L.), Special Educational Need Coordinator (S.E.N.C.O.), S.L.T and the relevant support agencies.
- Do everything reasonably possible to avoid exclusion from school.

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 where the learning or the safety of the school community has been severely compromised.

It is essential that the children are familiar with our procedures and know what will happen next if they are unsafe or unproductive in their learning. Professional judgement is required regarding when to move from the first to the next step but overall we should have high expectations of behaviour for learning.

### Guided Behaviour For Learning Procedure.

Stage of Behaviour for Learning and Staff Leading	Triggers	Recommended Strategies / Procedures	Expected Outcome	Monitoring / reporting	Further advice Who? /What?
<b>Stage 1</b> Class teacher	Challenges to expectations and / or disruption to learning	<b>Quality First Teaching Strategies</b> including: <ul style="list-style-type: none"> <li>• Verbal reminders of school expectations, positive motivators and consequences.</li> </ul>	The child responds to reminders and behaviour ceases.	Lesson observations by senior staff to identify any trends and offer modelling / support to CT as necessary	Age Phase Leader / Colleague Re: Quality First Teaching for inclusion
<b>Stage 2</b> Class teacher	Repeat infringement of classroom expectations.	<b>Final Warning</b> Use the <b>language of choice (Appendix 6)</b> and appropriate linked positive motivators and consequences.	The child makes a follows advice of CT and good choice.	No formal recording needed. Lesson observations by senior staff to identify any trends and offer modelling / support to CT as necessary	Age Phase Leader re: consequences / motivators
<b>Stage 3</b> Class teacher	Child does not follow CT advice at <b>final warning</b> and meets consequences.	Use <b>Reflection and Repair (Appendix 7)</b> proforma to review and discuss with the child why he/she did not make expected choice in behaviour at final warning. Child to move down the Promise Board and receive their consequence for their behavior.	The child learns from the 1:1 debrief session. S/he repairs the situation and does not repeat the behavior.	Golden Promise Records used and kept in the Key Stage Golden Time file. Parents may be notified if this is a repeat offence.	As above
<b>Stage 4</b> Class teacher and Age Phase Leader	When the Class teacher feels that <b>Reflection and Repair</b> is insufficient to meet the child's presenting needs.	<b>Individual behaviour / support</b> Advice for Class Teacher re next steps. CT to meet with parents to share concerns. Child to be placed on an <b>individual inclusion diary (Appendix 8)</b> and possibly a Care and Support plan (if P.I. has become a frequent event).	The diary is used for up to two weeks and the child's Lost Learning Time and need for P.I reduces significantly.	<ul style="list-style-type: none"> <li>• LLT to be monitored using the <b>LLT and Progress Analysis proforma (Appendix 9)</b></li> <li>• Detailed evidence of review individual behaviour / inclusion diary with:               <ul style="list-style-type: none"> <li>• child daily</li> </ul> </li> </ul>	L.A services i.e. Jigsaw for help with implementing Inclusion diaries and analysis, Care and Support plans and P.I. forms.

Stage of Behaviour for Learning and Staff Leading	Triggers	Recommended Strategies / Procedures	Expected Outcome	Monitoring / reporting	Further advice Who? /What?
				<ul style="list-style-type: none"> <li>• Age Phase Leader child and parents weekly</li> <li>• Record incidents on RM</li> </ul>	
<b>Stage 5</b> Class teacher, Age Phase Leader, SLT with Lead for Behaviour and possibly SENCo (if identified SEMHD)	Children who do not respond positively to being on an <b>inclusion diary</b> and where there are serious concerns about the child's behavior.	May include some or all of the following: <ul style="list-style-type: none"> <li>• The creation of individual Provision Plan evidencing adjustments linked to additional funding.</li> <li>• Assessment for work with a designated Teaching Assistant on a specific behavioural intervention e.g. Emotional Literacy etc.</li> <li>• All Age Assessment (A.A.A)</li> <li>• Access to Early Help Offer (E.H.O.) leading to the involvement of all necessary agencies.</li> </ul>	Outcomes may include some or all of the following: <ul style="list-style-type: none"> <li>• The evaluation of the Child's Provision Plan meets all planned expectations.</li> <li>• The evaluation of the work with the LM meets all planned expectations.</li> <li>• The E.H.O. plan brings about positive change</li> </ul>	<ul style="list-style-type: none"> <li>• Daily feedback to child</li> <li>• Appropriate review with parents.</li> <li>• Continue to log and record LLT as above.</li> <li>• Record incidents on RM</li> </ul>	L. A services i.e. Jigsaw for help with Provision Plans L.A. services re All Age Assessment and Early Help Offer
<b>Stage 6</b> Class teacher, Age Phase Leader, SLT with Lead for Behaviour and Headteacher	Pupil at Risk of Exclusion (P.A.R.E.)	<b>Internal Exclusion</b> <ul style="list-style-type: none"> <li>• Organised and arranged on an individual basis.</li> <li>• The length of the exclusion will be determined by the child's response to the consequences.</li> <li>• We are looking for an understanding of the severity of the breach of the behaviour expectations and a change in attitude.</li> </ul>	Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class.	<ul style="list-style-type: none"> <li>• Continue to log and record LLT as above.</li> <li>• Record incident on RM</li> <li>• Record of integration meeting led by Headteacher.</li> </ul>	L.A. Access Team – for advice re exclusion. Jigsaw for advice re P.S.P (creation and use including recommended recording/ reporting)

Stage of Behaviour for Learning and Staff Leading	Triggers	Recommended Strategies / Procedures	Expected Outcome	Monitoring / reporting	Further advice Who? /What?
<b>Stage 7</b> Class teacher, Age Phase Leader, SLT with Lead for Behaviour and Headteacher	Increased risk of P.A.R.E.	<b>Fixed Term Exclusion</b> <ul style="list-style-type: none"> <li>Possible need for a Pastoral Support Plan (P.S.P.)</li> </ul>	<ul style="list-style-type: none"> <li>Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class</li> <li>If placed on a P.S.P - Targets are achieved so the PSP is no longer necessary</li> </ul>	Letter to Parents Notification of exclusion sent to L.A. Record of integration meeting led by Headteacher. Detailed P.S.P reviews with: <ul style="list-style-type: none"> <li>child daily</li> <li>Age Phase Leader child and parents weekly</li> </ul>	L.A. Access Team for advice re exclusion. Jigsaw for advice re Internal Exclusion (creation and use including recommended recording/reporting)
<b>Step 8</b> Headteacher and identified school staff	Persistent disruptive behaviour and / or serious breaches of the school's behaviour and safety policies.	<b>Permanent Exclusion</b>	<ul style="list-style-type: none"> <li>If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.</li> <li>If appeal unsuccessful, remove child from school roll.</li> </ul>	Letter sent to parents Copy of exclusion letter, Notification Parts One and Two and Data sheet sent to L.A	L.A. Access Team for advice re exclusion. Jigsaw for advice re Day Six Provision

## **Appendix 5:**

Monitoring and Recording will take place in the following ways:

- ⊗ Behaviour recording sheets to be attached to the Promise Board and filled in by the child when they move down the board. This shows the step reached and the reason;
- ⊗ Each Key Stage will keep the behaviour sheets and the reflection sheets from Golden Time out in a folder;
- ⊗ More severe behaviour is to be recorded by the classteacher on the RM system and the Headteacher is to be notified;
- ⊗ LLT and progress data proformas;
- ⊗ LLT and Inclusion Diaries;
- ⊗ Reflect and Repair proformas;
- ⊗ Parents are to be notified of severe incidents or constant misbehavior;
- ⊗ LA notified for reportable incidents, including injuries to staff by pupils;
- ⊗ Behaviour is monitored by the headteacher and members of the SLT.



## Appendix 6:

(Created by The Jigsaw Team)

**Principles and advantages of using behaviour expectation and a common language which offers children choices (The Language of Choice)**

### Core principles

- **We all have choices** and our choices affect the consequences of events
- **Transformational change** in behaviour and attitude can only be brought about by children making decisions and choices about their behaviour by themselves.
- **Expectations** for safe respectful learning in school **should apply to all...** adults and children. *We cannot expect children to be respectful if we do not model respect ourselves*
- **We will be empowered by our own investments.** If we communicate that we cannot deal with challenging behaviours then we disempower ourselves in the eyes of the pupils.
- Adopting a positive school climate, which **we value**, works toward helping children understand and then **to value the same system**. This goal is accomplished through everyone subscribing to the aims and beliefs that the school upholds.
- We discuss **consequences not punishments**. We want our pupils to learn from their mistakes. We are educators not prison guards.
- Staff should always communicate **the certainty not severity** of consequences.

### Why have a set of behaviour expectations rather than rules?

- The term, **expectation, connotes a positive orientation**. When an expectation is not met, a helping mentality is engendered, rather than an enforcement mentality.
- **Consistency of approach** - Having a set of expectations and a common language helps to establish a community who think and speak with one heart, mind and voice.
- By creating expectations we are agreeing on a code of conduct that should apply to all who work and learn together in a community
- Expectations engender pupil empowerment and have a **focus on responsibility**
- Expectations tap into **internal motivation** and foster commitment, rather than compliance.
- **Classroom rules** often work against the very reason for their existence: they very **rarely promote self-discipline**
- Rules rarely take account of **early experiences and different perspectives** or understanding of their purpose. Understanding one another's viewpoints is fundamental part of **relationships**.
- **Rulemaking** breeds enforcement, which **promotes punitive attitudes** and results in a teacher's moving from the role of a coach to the role of a 'cop'.
- Clarifying expectations helps to create a positive atmosphere by emphasising **what is wanted and valued**
- Stating specific expectations offers a framework for **identifying the behaviours you need to teach** so that all children have the opportunity to succeed
- Communicating expectations rather than attempting to enforce rules, places the teacher back in the position of a **helper** and eliminates an enforcement mentality.
- Teaching about why someone is not meeting expectations and helping them to make choices achieves the same result as rules without the disadvantages

### Why use a system that offers choices?

- **It's a principle for life...** we all have choices and our choices affect the consequences of events
- If we always make the choices for children they will never become independent in their own thinking and as adults will struggle to accept the consequences of their own actions.

- It is the difference between **staff managing the behaviour** of children and the children taking responsibility for themselves and their actions.
- It fosters **social responsibility**.
- **Transformational change in behaviour and attitude** can only be brought about by children thinking, making links, and understanding the impact of their behaviour and making decisions and choices by themselves.
- **It uses consequences not punishments** - Children will react negatively if they feel they are being unfairly punished and quite insignificant incidents can quickly escalate.
- To achieve this end the adults must link the consequence to the behaviour.
- The consequences of choices should **teach pupils ways** which they are able to modify their responses to suit different environments
- The consequences of choices should promote **the teaching of social and emotional competencies / skills**.
- The consequences of choices should be: **clearly defined, reasonable, equitable, and directed toward helping children abide by the system** they should not entice children to 'buck the system'.

### It can help the adults too

- A pupils challenging behaviour or failure to comply with agreed expectations can often be a **threat to the adults' self-esteem**. The logical outcome of teachers (and other adults in school) feeling that they are not in control of certain situations is a lowering of self-esteem and **feelings of self-doubt**.
- Feelings of low self-esteem and self-doubt can lead to a sense of being **de-skilled** – we feel 'The things that used to work for me don't work any more. I don't know what to do.'
- Repeated feelings of failure lead to reduced confidence.
- We need to feel confident and empowered to teach and lead learning
- Dealing with other people's negative behaviour **can tap directly into our own emotions**. If we are not careful, can lead us to respond in irrational or uncontrolled ways.
- When a child refuses to comply with our reasonable requests, is angry, aggressive, sulky, or just plain awkward, these behaviours **can hook us into emotional responses** which we can later regret.
- **The language of choice** gives us a tool with which to plan how we can respond in a **controlled and constructive manner** to undesired behaviour.
- **It helps when you can think and act calmly in the face of challenge and high emotions**.

### So what does using the language of choice involve?

- Using a script which becomes embedded in the language of the school so that pupils become familiar with the **prompt words** over time.
- **Using a repertoire of positive motivators and enforced consequences** that are seen to be consistently and fairly applied in order to help achieve a developing social responsibility.
- It relies on **the adults consistently modelling strategies for problem solving, self control, conflict resolution and positive and respectful interaction with others**.

## Script for staff to use when learning how to use the language of choice

1. Stop at the moment you are not '**co-operating**' with me (*choose behaviour expectation that is not being followed*)
  2. By this I mean when you talk over me I find it hard to teach the class (*Explain and teach why the behaviour is not socially acceptable / safe*)
  3. Let me help you (*offer the help and become the good guy*)
  4. **When** you make the right choice and stop chatting to your friend.... I can carry on teaching and no one will lose their learning time. *Offer the positive motivator (the reason why the child should make this choice)*
  5. However if you carry on **then** I shall move you away from the rest of children and make you sit alone to work. (*Warn of the inevitability of the consequence. Ensure the consequence is reasonable, fair and linked to the behaviour which you wish to address*)
- It's your choice!

*Remember sometimes it is good to offer a limited take up time*

You might say: 'By the time I turn around I will expect to see you sitting up showing me you are listening'.

It is often best to think of steps 4 and 5 as **when** and **then**

'**When** you stop we can all carry on learning and you will stay on track to meet your target.... If you carry on **then** at break when all the pupils go out to play you will stay in and will do your work.'

## **A helping hand** to remembering the process and script for the language of choice

The hand is the signal too that you might use when you first address the behaviour with the word 'Stop!'

### **Little finger**

State the obvious 'at the moment you are not.....' -  
Tell the child which behaviour expectation they are failing to meet

### **Ring finger**

'By that I mean.....'  
explain why they are failing to meet the expectation



**Middle finger**

'Let me help you....' - Offer to help – (You are the good guy)

**Thumb – (thumbs up)**

*'When you stop you can.....'* Offer a positive outcome

**Forefinger – (wagging a warning)**

*'If you don't stop then.....'* Inform them of the consequence of making a 'bad' choice.

**Appendix 7:****(Created by The Jigsaw Team)****St Anne's Behaviour for Learning Procedure – Stage 3 Reflection and Repair Process**

Details			
Name		Date and time	
Staff leading at the time:		Class	
<b>Location:</b> playground          corridor          classroom/ lesson          off -site          dining room other ( give details)			
Reflect – Why do you think we are here? ( child's point of view)			
Reflect – This is why I think we are here? ( adults point of view)			
Reflect - What did you have most difficulty in doing? ( tick)			
Cooperating		Being safe	
Being in the right place at the right time		Doing my best	
Using appropriate communication		Being respectful	
Handling my emotions appropriately		<b>Golden Promise (please enter):</b>	
<b>Reflect on Stage Two</b>			
Did the adult tell you that this was your final warning?			
Did he/she offer to help you?			
What did s/he say would be a good choice? ( motivator)			
What did s/he say would happen if you didn't change your behaviour? (consequence)			
Reflect – What made it difficult for you to follow the adult's advice and make a good choice when you were given your final warning?			
Reflect – What could have been said or done differently that might have helped you to make a better choice?			
Reflect			
Use some of the vocabulary on the attached lists to help you really explore your feelings.			
1 How were you feeling at the time?			

**2. How do you think the adult felt at the time?**

**If other children were involved how do you think they felt at the time?**

**Repair - How are we going to end this and make things better?**

**Repair– Do you need to speak to anyone to make things better?**

**What do you need say to this person/ people?**

**Repair – Are there any consequences from this incident? How do you feel about this?**

**Reflect:**

**If you had a magic wand at the time and could do things differently what would you have done?**

**Appendix 8:**  
**(Created by The Jigsaw Team)**

NAME	DATE: Monday	LLT in mins	A/S in mins
ARRIVAL REGISTRATION AND ASSEMBLY			
LESSON 1			
AM BREAK			
LESSON 2 .....			
DINING ROOM			
PLAYGROUND			
LESSON 3 .....			
LESSON 4 .....			
END OF DAY / DEPARTURE			
Comments including: success reminders/things that went well or that made us smile today			

