

St Anne's CE (Aided) Primary School



# **Behaviour Policy**

## **Rationale**

This policy sets out the expectations of behaviour at St Anne's C of E Primary School and our approach in ensuring that all pupils and staff are safe and able to learn and thrive in a positive environment. In keeping with our core aims and values, we ensure 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. We aim to support behaviour so that we can provide a calm, safe and supportive environment in which children and young people want to attend and where they can learn, thrive and flourish. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally. All staff are trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.

## **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 in schools – advice for headteachers and school staff 2022
- 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).
- Keeping Children Safe in Education (KCSIE)

## **Aims and Expectations**

Our behaviour policy:

- Establishes clear and consistent expectations of behaviour which are commonly understood by all staff and children and applied consistently and fairly to help create a calm and safe environment.
- Applies methods of positive reinforcement to encourage good behaviour.
- Applies consequences/sanctions for poor behaviour choices.
- Assists children in developing good standards of personal behaviour, therefore allowing them to learn and reach their full potential.
- Promotes equality of opportunity by providing an environment in which children are able to learn.
- Develops in each pupil a sense of their self-worth.
- Aims to help children grow into positive, responsible and increasingly independent members of the school community.
- Supports all pupils to help them meet the behaviour standards and makes reasonable adjustments for pupils with SEND as required.
- Ensures all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- Promotes self-discipline and proper regard for authority.
- Ensures consistency and fairness.

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

Together, the staff and the children believe in 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 are rewarded with a Golden Promise badge and Golden Time if they keep their promises. 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)

## **Collecting Certificates**

Children must show their class teacher the chart and then 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 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 pupil for example.

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 needs. Any such systems are developed as part of the Seven Stages of the Behaviour for Learning Policy (**See Appendix 4**) in consultation with members of the SLT.

## **Power to Search Without Consent**

In the interests of safeguarding for pupils, staff and all stakeholders, the school has the power to search a pupil for **any** item with their consent. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- ⊗ Knives and weapons
- ⊗ Alcohol
- ⊗ Illegal drugs
- ⊗ Stolen items
- ⊗ Tobacco and cigarette papers
- ⊗ 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
- ⊗ Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for
- ⊗ 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 whether the item will be sent home or disposed of.

## **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.

Personal items will be kept safely and returned at the end of the school day, directly to parents or the end of the school week depending on the circumstances. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

## **Mobile Phones/Other Devices**

Pupil's mobile phones are only to be brought to school by pupils who are permitted to walk home alone and are to be handed in to the school office at the start of the school day. They should be switched off. They are to be collected at the end of the school day.

Mobile phones are not permitted to be on the pupil at any point throughout the day. Failure to adhere to this will result in the phone and sim card being confiscated for a 7-day period. Children who are not walking home from school alone, who bring phones in to school after being told not to, will also face confiscation.

Likewise, any device with recording, photography or messaging capabilities are not permitted on the school premises.

## **Behaviour Online**

Where behaviour incidents occur online, we expect the same standards of behaviour as apply offline, and that everyone should be treated with kindness, respect and dignity. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We will enforce sanctions upon pupils when their behaviour online: poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Where an incident involves indecent images or messages, the member of staff will refer the incident to the Designated Safeguarding Lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns will follow the principles as set out in Keeping Children Safe in Education.

## **Behaviour off the school site**

Pupils at St. Anne's are expected to behave positively when off the school site in accordance with our Golden Promises. This would include:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

## **Detentions**

Teachers have the authority to issue detentions to pupils, including same-day detentions. Where a detention is issued on the same-day, this can be a maximum of 15 minutes. With notice given to parents, a detention can be issued for another day for a maximum of 30 minutes.

Parental consent is not required for detentions and it is expected that parents will support the school's decision.

## **Removal/Internal Exclusion**

There may be times when it is necessary to remove a pupil from the classroom and this should be differentiated from circumstances when a pupil is asked to step outside the room for a brief conversation and asked to return following this.

Removal from the classroom will ensure continuation of the pupil's education in a supervised setting. This continuous education may have to differ from the mainstream curriculum, but should still be meaningful to the pupil.

Removal from the classroom is considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their pupil has been removed from the classroom. As with all disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

When removal occurs, the pupil will be placed in an appropriate area of school which allows them to learn and refocus. The pupil will be supervised at all times. At no time should a pupil be locked in a room for their removal. The only exceptional circumstance where this would be permitted is when it is necessary to physically prevent the pupil from leaving the room to protect the safety of pupils and staff from immediate risk which would then deem this a safety measure and not a sanction.

Following removal, the pupil will be offered reflection time and reintegration will be planned and timely to ensure a smooth and safe transition.

### **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 pupil or an adult, if the pupil is in danger of hurting themselves, if the pupil is damaging school property or posing a serious disruption to the orderly running of the school environment. The actions we take are in line with government guidelines as mentioned above. All actions taken will be reasonable, necessary and proportionate.

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 pupil when the situation is at crisis level. Any incidents of physical intervention will be logged on CPOMS.

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

- Developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- 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.
- Take appropriate action in response to incidents arising and ensure all incidents are recorded.
- Be a positive role model for pupils and treat all other staff and pupils with respect in keeping with the school's values.
- 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 contact a parent if there are concerns about the behaviour or welfare of a pupil.

### **The role of the head teacher**

- 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 head teacher 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 head teacher may permanently exclude a pupil. The latter involves consultation with the Pupil Discipline Committee of the Governing Body.

### **The role of parents**

The role of parents is crucial in helping us to develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. 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 a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.
- Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

### **The role of pupils**

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should:

- Be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

- ✿ Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.
- ✿ Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.
- ✿ Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.
- ✿ Pupils are expected to behave appropriately and respectfully to all other members of the community, following the Golden Promises. Pupils are expected to take responsibility for their own actions.

### **The role of the Governors**

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them 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 head teacher has the day-to-day authority to implement the school behaviour and discipline policy.

### **Equality and Special Educational Needs and/or Disability**

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 or Deputy Headteacher 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 require adjustments to be made.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

### **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 pupil protection procedures.

### **Child on child abuse**

Children may be harmed by other children or young people and can happen both inside and outside of school and online. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying procedures where necessary. However, all staff recognise that children are capable of abusing their peers and should be clear about the school's policy and procedures regarding child on child abuse. All child on child abuse is unacceptable and will be taken seriously, we have a zero tolerance to abuse.

Child on child abuse can take many forms, including:

**bullying** (including cyberbullying, prejudice-based and discriminatory bullying);

**physical abuse** such as biting, hitting, kicking or hair pulling (this may include an online element which facilitates, threatens and/or encourages physical abuse);

**sexual violence** such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);

**sexual abuse** such as causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

**sexual harassment** such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

**sexting**, including pressuring another person to send a sexual imagery or video content. Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk;

**abuse in intimate personal relationships between peers** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;

**initiation/hazing** - this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element;

**upskirting** which typically involves taking a picture under person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim;

**prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with child on child abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

## **Child on Child Sexual Violence and Sexual Harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- ⊗ making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- ⊗ not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- ⊗ challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
- ⊗ Dismissing or tolerating such behaviours risks normalising them.

Staff also need to be aware that a child displaying harmful sexual behaviour (HSB) may be an indication that they are a victim of abuse themselves.

Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE) - especially Part 5. The Designated Safeguarding Lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

We are clear in every aspect of our culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. All staff understand the importance of challenging all inappropriate language and behaviour between pupils.

Staff will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They will advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally

seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

*(Further information regarding prevention and procedures are found in our Child Protection Policy)*

### **Monitoring and Recording**

The head teacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

The head teacher 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 term 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 CPOMS. Incidents are monitored and objectively analysed by members of the SLT.

For children placed on an inclusion diary (lost learning time), these must be accurately kept up to date and are analysed weekly with a member of the SLT to measure the impact and to see reductions in the types of behaviour seen.

### **Access to the policy**

A full written copy of this policy is included on the school's website and the staff Google Drive.

Parents can ask for a copy of the policy upon request, which may incur a charge to cover costs. The 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 Code of Conduct  
Online Safety Policy

### **Appendix 1:**

The Golden Promise Board will be used as a recognition of excellent work and as a consequence to move children if they are being exceptional or 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 and show 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 and take on board children's interests.
- It is at pupil height so they are responsible for moving themselves up and down.
- All boards will have a rainbow where each child starts the day.
- There will be a sunshine on the board where the children move up to if they are behaving or performing exceptionally. They will receive a 'Ask me why I have been on the sunshine' sticker for this to show parents.
- If a child is not following the promises, they move down one step to the 'Thinking Cloud' which means they are being asked to think about their behaviour.
- Anyone still on the thinking cloud at the end of the day can move back to the rainbow to start the next day fresh.
- If the thinking cloud is not enough and the behaviour continues, the child will move to the next step down which has the consequence of missing half of their Golden Time. There is then a final step where they would lose all their Golden Time, parents would be contacted and the child will be taken to a member of the SLT. At this stage, the child hands in their Golden Promise Badge.
- Anyone below the thinking cloud must move back up the board to earn their badge back by showing they are keeping their Golden Promises.
- Badges can be earned back when they reach the top 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.
- Class teachers 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.

## **Appendix 2:**

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

- Children who are seen to be upholding the good name 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 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."

We expect to see bronze 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 pupil. 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 EYs).
2. A chart to be kept in the pupil'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.

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.
- Moving to the sunshine.
- 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.
- Golden Promise awards given during Good Work Prayers 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.
- 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.

- Moving down the Golden Promise Board leading to loss of Golden Time and possibly their badges.
- Disapproving look.
- Verbal reminder.
- Confiscation of items.
- Inclusion Diaries.
- Verbal warning.
- Playtimes may be taken from the children if they need to make up for lost learning time.
- Children can be kept in detention for up to 15 minutes after school without notice to parents.
- Children can be kept in detention 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 class teachers.
- Continued unacceptable behaviour will lead to a warning of exclusion.
- Internal exclusion/removal 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 pupil's behaviour choices, a teacher might make a pupil complete it at break time.

When appropriate, consequences may entail a pupil/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 pupil.

**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 pupil 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 pupil 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	Pupil 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 pupil why he/she did not make expected choice in behaviour at final warning. Pupil to move down the Promise Board and receive their consequence for their behaviour.	The pupil learns from the 1:1 debrief session. S/he repairs the situation and does not repeat the behaviour.	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 pupil's presenting needs.	<b>Individual behaviour / support</b> Advice for Class Teacher re next steps. CT to meet with parents to share concerns. Pupil 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 pupil'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>pupil 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 pupil 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 pupil's behaviour.	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 Pupil'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 pupil</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 pupil'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>	Pupil 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>Pupil 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>pupil daily</li> <li>Age Phase Leader pupil 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 pupil stays on Contract or PSP for the maximum 16 weeks.</li> <li>If appeal unsuccessful, remove pupil 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 pupil when they move down the board. This shows the step reached and the reason.
- ⊗ Each Key Stage will keep the behaviour sheets.
- ⊗ More severe behaviour is to be recorded by the class teacher on CPOMS 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 misbehaviour.
- ⊗ LA notified for reportable incidents.
- ⊗ 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 pupil's 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 anymore. 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 pupil 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 pupil 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 pupil 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**

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



**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:	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			

# LLT: data collection and analysis summary sheet

(Created by The Jigsaw Team)

Pupil's name and YG:

School:

Week Beginning:

Number of diaries for the week:

Date of next review:

Expectations	LLT in mins	Analysis of L.L.T and comparatives including: <ul style="list-style-type: none"> <li>% of time analysed</li> <li>How the LLT compares week on week.</li> <li>Any mitigating factors or new behaviours</li> <li>Any trends particular to the pupil / class group / school?</li> </ul>
Co-operating with other people		
Doing your best		
Being in the right place at the right time		
Using friendly language		
Handling emotions positively		
Choosing safe behaviour		
Respecting school and the people in it		
<b>Total minutes lost for week</b>		

Type of data	No:	analysis/ comparatives (including frequency / duration/ type)
P.I		
absence		
Exclusions		
other		