



SACRED HEART
CATHOLIC PRIMARY
SCHOOL & NURSERY

Behaviour and Relationships Policy

This is our school.

Together we worship; Together we learn; Together we belong.

With the love of God, our dreams and ambitions come true



September 2023

Policy Date: September 2023

Policy Status: Statutory Policy

Awaiting approval by Governing

Body October 2023

Review Cycle: 18months or as required

Next Review Date: January 2025



At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Mission Statement

**‘Together we worship, Together we learn,
Together we belong – with the love of God...
our dreams and ambitions come true.’**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the curriculum, assessment and teaching and learning policies.

SAFEGUARDING STATEMENT

“Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- Expectations and consequences of behaviour;
- Provide a consistent approach to behaviour management that is applied equally to all pupils;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and approving the Behaviour and Relationships Policy
- Reviewing this policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher is responsible for:

- Promoting ethos of the school
- Reviewing this policy in conjunction with the Governors and to advise governors on the latest statutory changes and relevant guidance
- Giving due consideration to the school's behaviour and relationships policy and its effectiveness
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Overseeing that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring Senior Leaders provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Ensuring that Senior Leaders offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Senior Leaders and Key Stage Leaders are responsible for:

- Promoting the ethos of the school and ensuring that the behaviour policy is adhered to consistently and fairly within all phases of learning
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Leading on the behaviour and conduct of key phases in school and working with SLT to ensure a nurturing environment that promotes and maintains a very high standard of behaviour and mutual respect

Teachers and Staff are responsible for:

- Promoting the values of the school
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, making expectations easy to understand and follow
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- Talking in an appropriate voice using acceptable and effective words
- Displaying Class Rules in each classroom
- Ensuring any personalised behaviour system charts are ready for the morning and afternoon sessions

Parents and carers

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents and Carers are responsible for:

- Making sure that the child is in school on time, every day and ready for learning
- Making sure that the child is dressed appropriately for school in line with the School's Uniform policy
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Being a good role model for their child on and around the school premises
- Discussing any concerns regarding their own child with the class teacher promptly and respectfully
- Take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)
- Getting to know the school's behaviour policy and reinforce it at home where appropriate

Pupils will be educated on the following in regard to the school's behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards as outlined in the policy and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.
- Pupils will be given the opportunity for restorative practice guided by an adult.

Values and Beliefs

At Sacred Heart, we value each member of our school community and believe they are all created equally. It is our aim that everybody reaches their true potential and therefore have very high expectations of behaviour. This policy is written in the light of our school mission statement.

Together we worship; Together we learn; Together we belong.

With the love of God, our dreams and ambitions come true.

We believe that people respond and thrive best when they are praised a lot for their effort. That is why at Sacred Heart, we have a positive reinforcement culture. This is the most important strategy and should be evident in all that we do as adults. We also believe that adults should model the behaviour they wish their pupils to aspire to. In other words, all adults will lead by example. Behaviour management should also be age appropriate. Everyone needs to be consistent in managing behaviour in accordance with this policy. This also promotes pupil well-being and helps to build self-esteem and an 'I can' attitude amongst all our children.

We aim to create a warm and welcoming environment that cultivates a respect for the rights and needs of children and adults, irrespective of culture, race or gender. We aim to be actively involved in the learning of our children. Therefore, we provide a range of broad, creative and balanced learning opportunities, which adhere to the National Curriculum. We use constructive feedback to signal when a child's efforts are valued, which also avoids alienation and disaffection. We aim to develop self-discipline and the ability to self-regulate the choices and decisions our children make. We aim to maintain high aspirations and expectations of our children, in the anticipation of fostering independent, reflective and lifelong learners.

We aim to promote:

- Our beliefs and values
- Honesty
- Respect
- Service
- Effort
- Attendance
- Punctuality
- Responsibility
- Resilience
- Compassion

Also, the key British Values:

- Mutual respect and tolerance of those with different faiths and beliefs
- Democracy
- Rule of Law
- Individual Liberty
- Equality

The four Key Values of the school are:

- We are all made in God's image- each unique and talented.
- To be the best we can be in all things- happy confident and thriving.
- To care for one another- our planet and our community.
- Let everything we think, do and say be a shining example of our faith.

Our Beliefs:

We believe that everyone has both rights and responsibilities as human beings who come together as one community. We live through our Gospel Values and how we can show examples of this in our daily lives.

It is our job to ensure that we create the best conditions for children to thrive and to make their best progress at school. It is the parent/carer's job to support us to do this.

As the Children's Rights and Responsibility Leaflet (UNICEF summary) states: *'If every child, regardless of their sex, ethnic origin, social status, language, age, nationality or religion has these rights, then they also have a responsibility to respect each other in a humane way. If children have a right to be protected from conflict, cruelty, exploitation and neglect, then they also have a responsibility not to bully or harm each other. If children have a right to a clean environment, then they also have a responsibility to do what they can to look after their environment.'*

Rights and Responsibilities at Sacred Heart Catholic Primary School- Our Behaviour Curriculum.

In our school we expect a high standard of behaviour from everyone. We have a set of behaviours that we expect to see from our pupils. With the appropriate support and adjustments, we expect all pupils to be able to meet our behavioural expectations, as outlined in the Rights and Responsibilities chart below. We have occasions to reinforce a positive ethos and respect for ourselves and others, woven into our curriculum. This gives the pupils the chance to reinforce their understanding and deepen their knowledge.

Teachers should spend time explaining and reinforcing positive behaviour and routines, so that pupils are really clear on what's expected from them. This explicit instruction is extra important for new pupils as they might not be familiar with the expectations and routines.

Good Classroom management is essential.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Prioritise the safety of all children by using peripheral vision, placing themselves in positions where all children can be seen at all times
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Addressing concerns regarding misbehaviour with children quietly, fairly and proportionately

Pupils who struggle the most with achieving consistently positive behaviour will need more support to meet our school's behaviour expectations. Staff can reinforce the behaviour curriculum in every interaction they have with pupils, by:

- Modelling what positive relationships look like, in their interactions with all members of the school community
- Acknowledging and praising behaviour that meets the expected standard
- Giving pupils clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
- Being clear and consistent in the use of sanctions

Rights Children have the right...	Responsibilities Children have the responsibility...
To be protected from conflict, cruelty, exploitation and neglect.	To care and respect each other with understanding. Not to bully or harm each other.
To a clean environment, at home, at school or wherever they are.	To do what they can to look after the environment.
To be educated.	To learn as much as they can and help others to learn.
To freedom of thought and religion.	To respect other people's thoughts and religions.
To be heard.	To listen to people.
To proper medical care.	To take care of themselves.
To be loved and respected.	To show love and respect to others.
To special care for special needs.	To be the best they can be and show support to others.
To make mistakes.	To learn from their mistakes.
To be adequately fed.	To understand that food and water are to be appreciated in our world and we are fortunate to have enough whilst others do not, therefore we don't waste it.
To relax, play and join a wide range of activities.	To include everyone in their games.

We promote 4 rights to support everyone to be the best we can be:

- Everyone has the right to feel safe
- Everyone has the right to respect and dignity
- Everyone has the right to learn
- Every adult has the right to do their job.

Commonly understood behaviours for learning:

- Wear the uniform with pride
- Be ready and willing to learn
- Sit and listen
- Looking to learn
- Learning talk
- Put effort into learning and work
- Follow instructions completely
- Take care of things
- Be polite and respectful
- Use kind words
- Have gentle hands and feet
- Calm voice
- Showing our rights and responsibility behaviours as above

Playtimes/Lunchtime Rules:

Morning playtime is designed to give children a quick learning and comfort break, where they can play a short game or engage in some form of exercise. Lunchtime play is designed to be an enjoyable and positive experience. Rules from the classroom are still to be adhered to when the pupils are outside. Behaviour causing concern will be monitored and addressed.

Our playtime rules, are:

Kind words

Gentle hands

A friend to play with

Gentle games

If there are concerns at playtimes or lunch time then teachers on duty will address the issue immediately, relay information to the class teacher and complete a log on CPOMS. All behaviour information is recorded and monitored by Senior Leaders.

Positive behaviour has positive consequences which is celebrated in a variety of ways:

Class daily rewards, Secret Student to promote positive behaviour across the class, Star of the Week or chosen for the Gospel Headteacher Award.

Spot children being good praise at every opportunity

Stickers for exceptional effort, work or homework may also be given

Evidential feedback

Parents informed

Attendance and punctuality rewards

Badges

Negative behaviour also has negative consequences:

- See chart below for the range of consequences
- Lost learning time
- Meetings with parents
- Exclusion from lunchtimes
- Internal exclusion
- Fixed term exclusion- suspension
- Permanent exclusion

We have a fresh start twice a day policy- all children reset to start the morning and afternoon sessions unless behaviour warrants longer consequences.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents

- Vandalism leading to significant damage of school property and resources
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse please read Sacred Heart's Safeguarding Policy 2022.

Inclusion

God made everyone unique. For Sacred Heart as a school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with Phase leaders, SENCOs and SLT.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.

There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different response, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. (see Preventing Reoccurrence of Misbehaviour Section below). This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child e.g. Early Help (with parental consent), play therapy (with parental consent), and counselling (with parental consent).

When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways and this has been very successful to date. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Preventing recurrence of misbehaviour:

As a school we are committed to using a range of initial intervention strategies in order to reduce likelihood of suspension or permanent exclusion in addition to the strategies outlined in our behaviour system. The aim of all interventions is to identify and address underlying factors leading to misbehaviour and to assess the appropriateness of the provision in place for the child. Working with a range of agencies and outside providers, we offer play therapy, counselling and intervention work. We also work with local partners, for example alternative provision for short term interventions and the pupil referral unit for advice and support. In addition, we are proactive in working with Early Help. Where a child has an EHCP we work closely with the LA Send team to review provision.

Behaviour Support Plans

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support plan is required.

Behaviour support plans (BSP):

- Describe the behaviours
- Identify situations that a pupil finds difficult (triggers)
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates
- Identify positive behaviour strategies to support a child if their behaviour has escalated
- Should be easy to understand
- Should consider the need for a Crisis Management Plan and/or a Risk Assessment

All plans are formally reviewed and updated every 4-6 weeks with the class teacher, phase leader, SENDCo and Behaviour Lead. The purpose of a behaviour support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches
- Parents are made aware of the strategies that are being used at school
- Provides clear documentation

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what support is needed and completing of all records. The review will also discuss what were the triggers, and what might help in the future. Behaviour support plans and risk assessments are amended accordingly. It is important to note that the success of strategies should be continuously monitored. Where strategies are not working the decision needs to be made whether to (1) make adjustments (2) persist with strategies for longer (3) change the approach.

Examples of proactive strategies include

- Removing or minimising identified triggers in advance
- Now and next board (including transition reminders) Language of 'first... then...'
- Explaining new situations before they occur
- Pre-teaching activity
- Visual timetable (establishing routine)
- Spot them being good – positive descriptive praise
- Choices – this or this
- Victory log
- Necessary adjustments to the physical environment (noise levels, seating arrangements)
- Visual aids (e.g. traffic light cards, feelings cards, calm-down cards)
- Distraction techniques
- An agreed calming activity

Examples of reactive strategies (strategies that are used after the undesired behaviour occurs)

- Ignoring certain behaviours (e.g. adult name-calling, swearing) if appropriate
- Reminding the child what is expected of them
- Distraction
- Removing the trigger related to the incident
- Any calming techniques including a calm space
- Reassurance
- Restorative justice
- Use of phrases to use and not to use
- Change of face/place

School Attendance and Part-time time tables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a part-time time table may be considered as part of a re-integration package.

A part-time time table will not be treated as a long term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by fourteenth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Non-Compliance of uniform

- Hairstyles, colours and beads
- Nail varnish
- Jewellery
- Inappropriate items of clothing

In rare instances, this may become a behavioural issue and therefore will be addressed as a negative behaviour. (Please see Uniform Policy.)

Items that should not be brought to school include:

- This is not an exhaustive list. Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or parents/carers can check with the year team.
- chewing gum
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid
- permanent marker pens
- makeup
- balaclavas
- unnecessary money
- expensive items
- Cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these
- mobile phones except for Years 5/6 children with permission to walk home alone and they must place the phones at the office on entry to school. Mobile phones must not be used by children on the school premises
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment

- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Confiscation

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from the police will be sought. We will also confiscate any item that is harmful or detrimental to school discipline.

The Use of Reasonable Force (in line with DfE advice July 2013 Use of Reasonable Force)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent.

Circumstances in which reasonable force would be used:

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff.

Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed. *NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others.*

Reasonable force covers a broad range of actions – involve a degree of physical contact to control or restrain children. Reasonable – 'using no more force than is needed':

- To prevent a pupil from committing an offence
- To prevent a pupil from injuring themselves or others
- To prevent a pupil from damaging property
- To maintain good order and discipline at the school or among pupils

What will happen when reasonable force is use

School will record what has happened including who witnessed it.

School will record the views of pupils involved.

School will ensure that staff have used force reasonably, proportionately and appropriately.

School will ensure that parents/carers are informed.

Removal

Removal may be used as a response to serious misbehaviour. Removal from the classroom is a serious sanction and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons:

To maintain safety for all pupils following an unreasonably high level of disruption

To allow the pupil to regain calm in a safe space

To enable the pupil to be taken to a place where their learning can be continued in a managed environment.

When a child has been removed from class, they will be guided to a safe space. In all Key Stages this will be a safe space supervised by an appropriate adult directed by the Headteacher. Work will be planned for and provided by the class teacher to ensure that the child continues to learn. Appropriate resources such as pencils, felt tips, ruler, appropriate paper will be readily available. Key Phase leads will check regularly that the resources needed by children are available. Three appropriate adults will be identified as part of the Behaviour Support Plan process to support the child's reintegration.

Where removed children do not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours, despite a range of strategies being attempted, school will phone parents to support with calming the child down. This will also help to restore stability for other children attending school.

Behaviour outside of school premises

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable.

Sanctions might be given by school for

- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school
- Could adversely affect the emotional health of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

Respectful Behaviour Policy

Low level (Verbal Reminder) behaviour	Strategies and Consequences
<ul style="list-style-type: none"> • Lack of concentration/focus on work • Ignoring instructions/not following instructions first time • Non-aggressive throwing of objects • Invading the personal space of others • Running/being noisy on the corridor • Unintentional vandalism/litter • Getting out of seat unnecessarily 	<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> • Speak to pupils privately within classroom setting • Non-verbal cards • Card 1- I can see you struggling. I will check on you in a minute. • Card 2- I'm still worried. • Approaches, for example: <ul style="list-style-type: none"> • I'm here for you. • What would help you right now? • Language of choice e.g. Would you like me to help you or a friend to help you? • When and then/ Now and next • Consequences • Resume classroom practice when behaviour improves or moved on to amber if behaviour does not improve – further strategies are needed
Medium level (Amber) negative behaviour	Strategies and Consequences
<ul style="list-style-type: none"> • Inappropriate undirected language • Refusal to work • Refusal to follow instructions/co-operate • Persistent invading of personal space • Persistent lack of effort with presentation • Deliberately provoking others • Deliberate unkindness to others • Persistent low-level negative behaviour despite warnings 	<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> • Explain to child why they need the reflection time and what they can do to improve and avoid such behaviour in the future. • When and then language. • Restorative justice approach and language • Fresh start twice daily • Monitor how often amber behaviour is happening • Assess if there are triggers and whether there needs to be a support plan in place e.g. Behaviour Support Plan. If this is the case, parents and the child should also be informed and involved. • Phase leader and SENDCo to consider whether additional interventions are needed. • Consequences proportionate to behaviour • 5 min reflection in class at break time or lunchtime (carry over to next day if occurs during the afternoon) • 15 min reflection during Lunch and CT to speak to parent • Reflection at lunchtime with a senior member of staff

High level (Light Red) negative behaviour	Strategies and Consequences
<ul style="list-style-type: none"> • Intentional vandalism • Consistent refusal to work • Consistent refusal to follow instructions • Intimidating others • Consistent inappropriate behaviour • Unreasonably high level of disruption that significantly disrupts learning 	<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> • Phase leader involvement to determine any underlying factors for the behaviour • Ensure parents know on the same day of incident, and attend meeting • The child goes onto an appropriate behaviour support plan. Review regularly. • Explain to child why they need the reflection time and what they can do to improve and avoid such behaviour in the future. • When and then language. • Restorative justice approach and language • Record on CPOMS • Fresh start twice daily • Work closely with parents to support the child • Removal if other behaviour strategies attempted but unsuccessful for unreasonably high levels of disruption that significantly disrupts learning • Where a child is removed there will be a clear process for their reintegration back into the classroom • Consider whether behavioural support interventions such as play therapy, bespoke work with other agencies are needed • Consequences proportionate to serious misbehaviour • Child to work in another classroom for the remainder of the session; text home and meeting with parent – formally recorded. • Lost learning time at lunchtimes • Removal may be used to: <ul style="list-style-type: none"> - Maintain safety for all pupils following an unreasonably high level of disruption - Allow the pupil to regain calm in a safe space - Enable the pupil to be taken to a place where their learning can be continued in a managed environment. • Complete action on CPOMS • Parents informed same day

Most Serious Level (Zero Tolerance) behaviour	Strategies and Consequences
<ul style="list-style-type: none"> • Physical or verbal aggression directed towards an adult or pupil • Racism • Use of object/weapons to hurt others • Serious/ continued bullying incidents 	<p style="text-align: center;">Strategies</p> <ul style="list-style-type: none"> • In the first instance- calm child down e.g. de-escalation techniques such as change of face/ place. • Less talk- low and slow approach • If necessary, remove class to enable safety • Only remove child from class as a last resort • SLT to arrange meeting with parent/carer to discuss incident • Record on CPOMS • If suspension- back to school meeting with child, parent and a member of SLT. This will include personalised approach for the child to reduce/prevent this type of incident happening again. • Discuss with parent/carer whether Early Help is needed. • Behaviour Support Plan including when need for reintegration • Seek advice from Pupil Referral Outreach team and other appropriate agencies • Consider whether behavioural support interventions are needed • Consequences proportionate to very serious misbehaviour • Missing longer periods of playtimes/lunchtimes • Removal may be needed- see above • SLT will contact parents • Decision to suspend will be made by the Headteacher • If decision to suspend then meeting with parent followed by letter to parent explaining reasons for suspension, length of suspension, arrangements for accessing school work and the back to school meeting • Only in extreme case would the decision to permanently exclude be taken. Appropriate procedures will be followed • Record actions on CPOMS