



St Aidan's

Church of England Primary Academy
A member of **CDARI**

'Fulfilling potential and growing in God.'



Acceptance, Love, Wisdom, Accountability, Youthfulness, Service

Our Vision

At St. Aidan's, not only do we want our children to become happy and well rounded individuals; we aim to nurture and equip children to be resilient, enthusiastic and effective communicators and learners who are able to use their experiences and technology skills to achieve their fullest potential allowing them to excel in the careers of the future and grow in God.

'I came that they may have life and live it to the full' John 10.10

Behaviour, Relational and Routines Policy

'Behaviour is everybody's responsibility'

Updated: November 2024

Review Date: November 2025

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures.

Introduction

This policy has been written in compliance with Section 89 of the Education & Inspection Act 2006. Please also see our Anti-bullying Policy.

Rationale

Children who feel secure within the school environment are more likely to behave well. The development of a positive culture underpins all aspects of learning. For this reason, **consistency** in the organisation of our Academy is a key feature of this policy. We believe that children's behaviour can be shaped and guided through positive reinforcement, fair consequences, routines and by the example they see from the adults and peers around them. All staff act as models of good behaviour in that they treat each other, the children, their parents and all visitors with the courtesy and respect that they want to encourage in the children. We actively promote our ALWAYS Christian values and seek to foster an environment of spirituality, creativity and respect where everyone is valued and each child can achieve their full potential. We also share responsibility for the children in our care with parents.

At our school we believe that the adult-child relationship is vital when developing the children's personal social and emotional skills, which are essential for life and learning. We strive to demonstrate a relational approach to support social and emotional development and behaviour based on the following six principles:

- We understand that behaviour communicates unmet needs, and we can separate the child/young person from their behaviour.
- We understand that each developmental stage has a range of typical behaviours, which provides opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
- We encourage children/young people at our setting to become accountable for their actions and realise the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults and the children are still growing, learning and developing.
- We seek to restore relationships and change behaviours rather than punish the actions a young person may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

Aims

At St. Aidan's we aim to:

- share the approach the school takes to promote good behaviour and relationships, ensuring that children and young people are in a calm, safe and supportive environment
- share how the school community is committed to promoting and supporting positive behaviour and relationships across the school
- provide guidance to staff in their role of supporting positive behaviour and relationships
- provide information on what support and training opportunities are on offer for staff, parents and carers

- Ensure that the agreed behaviour policy is supported and followed by the whole school community fairly and consistently
- At St. Aidan's we promote high standards in all that we do. These standards are based on high expectations of all children by all staff.
- Apply positive strategies, through the use of evidential praise, to create a resolute atmosphere in which teaching and learning can take place in a safe and happy environment
- Ensure that positive behaviour is rewarded and inappropriate behaviour is responded to consistently and fairly
- Teach Christian and moral values and attitudes as well as knowledge and skills in order to promote responsible behaviour, self-regulation self-discipline and encourage in children a respect for themselves, for other people and for property
- We aim to prevent poor behaviour through a proactive, *not* reactive, approach
- Make clear to children the distinction between minor and more serious misbehaviour and the range of consequences that will follow
- Treat problems as they occur sympathetically, using the Christian values as a starting point, always looking for improvements in behaviour and giving children opportunities to improve
- To develop children who are ALWAYS ready for life

Whole School Approach

'Behaviour is everybody's responsibility'

We ensure that our school has a culture, ethos and practice that strengthens relational approaches and inclusion, recognising the importance of psychological safety. Our school implements Thrive – a trauma-informed whole-school approach to improving the mental health and wellbeing of children and young people.

Our school embeds Thrive into our curriculum where children and young people are taught to:

- develop their stress-regulation system
- recognise and verbalise a range of feelings and emotions
- build their emotional resilience so they can effectively manage stress
- keep themselves safe
- develop healthy coping strategies and regulation skills.

All staff are committed to supporting and promoting positive behaviour and healthy relationships. All staff will:

- take the time to recognise and record positive behaviours and attitudes and reward success
- try to catch children and young people doing the right thing and enhance this
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year, and revisiting these regularly and at least half-termly
- focus on the values, rights and responsibilities of the school when establishing boundaries with children and young people
- remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights
- seek both resolution and learning when dealing with incidents
- consider how our actions and words help and give children/young people time

and space to resolve the situation

- keep in mind that children and young people benefit from a clear structure (containment) within which to learn
- use sanctions only as a form of appropriate, proportionate and positive intervention
- keep in mind that any sanction used is to resolve rather than escalate a situation while preserving the dignity of all involved.
- keep in mind that sanctions must be applied compassionately in a fair and consistent way.

Our behaviour policy supports the school's four rights:

- ❖ *All pupils ALWAYS have a right to learn*
- ❖ *All adults ALWAYS have a right to do their job*
- ❖ *Everybody ALWAYS has a right to dignity and respect*
- ❖ *Everybody ALWAYS has a right to feel safe and be healthy*

Alongside the above, we also use the stance of PACE and the communication skills of the Vital Relational Functions (VRFs) to support children and young people. PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills. PACE stands for:

- **Playfulness** – sensitive and appropriate playfulness helps the child feel safe and promotes positivity
 - **Acceptance** – unconditionally accepting the child makes them feel safe, secure and loved
 - **Curiosity** – genuine and non-judgemental interest in the child helps them become aware of their inner life
 - **Empathy** – demonstrating compassion for the child and their feelings supports the child's sense of self-worth
- The VRFs represent the key techniques that we consciously apply in relationships.

The VRFs include:

- Attunement – matching the energy of the child with non-verbal, prosodic, energetic and behavioural communication
- Validation – acknowledging the validity of the child's feelings and experiences
- Containment – predictability, routine and experiencing safety and security, both relationally and environmentally
- Regulation – transforms what was too much to bear alone into an experience that can be tolerated together.

It is the responsibility of *all* members of the school community to ensure that we can all enjoy our rights. By adhering to these rights the pupils get to wear a 'house badge' (An ALWAYS badge). Not following the school's rights (and receiving a - Level 3) results in the ALWAYS badge being removed for 2 days until the pupil starts to demonstrate the rights that they have broken. Please see the school awards and consequences section.

Our Academy culture and routines.

How do we ensure high standards of behaviour and pupil culture?

In order to secure a strong and purposeful pupil culture which allows our children to learn and teachers to teach, we use culture routines consistently across the school. Staff will use these culture routines to ensure the foundation is laid for excellent teaching and learning.

Scripts are given to staff to support their management of children's behaviour. Routines are also rehearsed with the rationale being that this allows the focus to be on learning because the rest happens with more automaticity. Many aspects of school life happen the same every day, every lesson. Please refer to the Teaching and Learning Policy for additional elements of pupil culture and the Appendix for the rationale and scripts to each of the following routines:

- Morning Greeting
- Do now
- Equipment check
- ALWAYS SHINE position
- Gold Dust
- SHINE line
- St Aidan's appreciation (3 claps)

All of the routines above are framed with:

- Making eye contact with pupils and using a firm, but positive tone of voice
- Checking uniform quickly and addressing children the right way
- Clear, concise directions
- Positive Framing
- Noticing and correcting when pupils aren't following directions
- 100% Compliance – 'No Opt Out' running through the centre of our expectations is that 100% of children will comply with all of our routines. There may be some deviations from this relating to specific children but this will be for a minimal number.

Encouraging Good Behaviour and Raising Self Esteem

All children are unique and our main aim is to develop the full potential of every child in our school. This underpins the positive ethos we foster, stated in our vision and mission statement:

'Fulfilling potential, growing in God'

We believe in reinforcing the positive achievements of our children in all aspects of school life: spiritually, morally, personally, socially and academically.

Making children feel good about themselves is fundamental to achieving high standards of behaviour and our aim is to achieve this for every child (considering their individuality). Every child has an entitlement to work in an environment where they feel valued and respected, which is based on shared values of mutual respect and fairness.

Positive Strategies used at St. Aidan's

The whole philosophy of our behaviour plan is based on the use of a language of choice and positive reinforcement. When children feel they are important and belong to a caring, friendly school which celebrates success, inappropriate behaviour is far less likely to occur. This section of the policy describes what positive rewards or incentives are in place to support and promote positive behaviour.

School awards.

At St Aidan's we use a range of positive individual awards that may also be given for behaviour.

Every Thursday morning parents are also invited to a special whole school Celebration Assembly. The individual awards we use are:

☆ An ALWAYS badge

Children wear their ALWAYS badge with pride.

Pupils who follow the school's four rights, who retain their house badge and have the most Class Dojo points in their house team receive a half termly reward.

☆ Class Dojo

Each child in school has their own Class Dojo avatar. Children are encouraged to earn points for any skill or value- whether it's working hard, being kind, helping others or something else on their digital avatar and for following the school rules. They may also receive points for bringing PE kits in and returning reading books and homework on time. All members of staff in school, including Welfare Assistants, can give Dojo points. When a child has filled their dojo avatar, they earn a certificate which is presented during our celebration assembly. The winning house will then choose a prize for the end of each half term. (Unless the child has lost their badge more than twice.)

☆ Star of the week

Two children from each class who consistently follow the school rights, whilst showing the skills of Oracy and Metacognition, will be presented with a 'Star of the week' sticker during the celebration assembly. This is a highly visible way of rewarding children for good behaviour. Star of the week stickers should be worn with pride.

☆ Headteacher's Award- Values in Practice (V.I.Ps)

Each week a child is chosen from each class to receive the 'V.I.P' award- this is a child who has demonstrated our ALWAYS Christian values. V.I.Ps receive hot chocolate and cake in the Headteacher's office every Thursday at 3pm.

☆ Reward from the Headteacher/ Praise postcard home

Children can also take their good work to the Headteacher for praise and reward. Praise postcards may also be sent home half termly.

☆ School house system

In order to encourage team building and competition we also operate a house system. This is organised as follows:

- Children are arranged into four 'houses'
- These houses are named after local rivers- Hodder, (Green house) Blakewater (Blue House) Ribble (Red house) and Calder (Yellow house)
- Children from the same family are put into the same house
- In school competitions such as Mathstermind, Spelling Bee, Poetry recitals and Sports Day are organised as a competition between the houses

Class Dojo points are earned by individual children, collected in the groups section of Class Dojo and totalled up on a half termly basis. These are announced in end of term assemblies. The house with the most Dojo points at the end of a half term earns a reward of their choice as decided in house meetings. The house with the most Dojo points at the end of the year wins a trophy.

☆ Extra-curricular clubs and activities

A range of lunchtime and after-school clubs are offered. Sports matches are sometimes arranged with other local schools. Children can choose to attend these clubs but attendance is conditional: a child who misbehaves whilst at a club may lose their right to attend clubs and take

part in matches. The decision will be made by the Headteacher or, in her absence, a member of the Senior Leadership Team and parents will be consulted.

☆ Attendance

Weekly certificate given out to the class with the best attendance of the week. Children will be given an extra ten minute play time if they receive this award. At the end of each term all children with 100% attendance will be entered into a raffle for a prize draw.

Minimum Expectations of Behaviour at St. Aidan's

In order for children to reach their full potential and allow learning to take place, we have a set of rights, which we require all children to respect:

- ❖ All students ALWAYS have a right to learn
- ❖ All adults ALWAYS have a right to do their job
- ❖ Everybody ALWAYS has a right to dignity and respect
- ❖ Everybody ALWAYS has a right to feel safe and be healthy

Consequences

This section of the policy describes what sanctions or consequences are in place for children and young people to help them become accountable for their actions and to develop skills to change their behaviour, rather than to punish the actions taken by the child. When an incident occurs, we also understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe the behaviour as 'distressed' rather than 'challenging' because we understand that the behaviour is communicating a level of need within the child/young person. **We do not display children's names on a board or remove Class Dojo points.** We

consistently follow the procedure below:

1. Using the language of choice **at least three times** a child is reminded to make the right choice
2. Further proactive strategies relevant to that child, such as moving a child's place, going for a brain break/ walk will then be used if support is in the classroom
3. Further unacceptable behaviour will be recorded on Arbor by the class teacher as a negative level 1 or level 2. Serious incidents (Severity -3) will be sent straight to the HT/DHT and recorded on Arbor. They may also be recorded on My Concern, if appropriate.

<input type="checkbox"/>	Behaviour Type Name	Severity
<input type="checkbox"/>	Bullying	-3
<input type="checkbox"/>	damaging property	-3
<input type="checkbox"/>	discriminatory behaviour	-3
<input type="checkbox"/>	misuse of the internet	-3
<input type="checkbox"/>	racism	-3
<input type="checkbox"/>	Sexual harassment	-3
<input type="checkbox"/>	stealing	-3
<input type="checkbox"/>	Violent Behaviour towards a child	-3
<input type="checkbox"/>	Violent behaviour towards an adult	-3
<input type="checkbox"/>	Consistent Low Level Dis	-2
<input type="checkbox"/>	Defiance	-2
<input type="checkbox"/>	Inappropriate Language	-1
<input type="checkbox"/>	swearing	-1
<input type="checkbox"/>	Unkind Actions	-1
<input type="checkbox"/>	Unkind Words	-1
<input type="checkbox"/>	Inappropriate language to an adult	3

4. A child's ALWAYS badge would then be handed in to a member of the SLT by the child. Parents would then be informed orally by the class teacher (where possible) and a text message will be sent that day.
5. If a child continues not to follow the school rights then, **as a last resort**, they will be excluded from their classroom with a member of support staff. As soon after the event or when the child is more regulated, the class teacher will complete a 'Reflection Exercise' with the child in order to '*Repair, Rebuild and Move on.*' **These will then be given to the Deputy Headteacher and kept on file to monitor.**
6. If a child, who has been excluded from their class continues to misbehave, they will be sent to the Headteacher/Deputy Headteacher.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Sending the pupil out of the class to an agreed place
- Detention at break or lunchtime

- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil on a behaviour log that is shown to SLT and parents
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Inappropriate sanctions

- o ridiculing
- o the use of sarcasm or making remarks likely to undermine a child's self-confidence
- o public or private humiliation
- o applying sanctions to whole groups or classes in cases of individual or small-group wrongdoing
- o consistently denying a child access to a particular part of the curriculum.

Reflection exercises

A child, who has had a verbal warning logged on Arbor and who has been sent out of class for not following the school rights, will complete a reflection exercise each time their badge is removed (**See Appendix 1**) with the teacher/ member of staff and they will be asked:

- 1) What I chose to do
- 2) Why I chose to do it
- 3) What rule/right it infringed
- 4) What I could choose to do differently next time
- 5) What help would be useful

Children who have not completed work, or have completed work to an unsatisfactory standard, may also be required to complete the work during playtimes or lunch times.

From this point forward, the hierarchy of consequences is as follows for negative level 3 behaviour:

1 st badge removal and reflection exercise	The child will have their ALWAYS badge removed and the class teacher is to inform parents orally or via Class Dojo. A text will also be sent to inform parents. <i>If a child has their badge removed three or more times then they will not be able to attend their house team party. Children get a 'fresh start' at the beginning of each term, with the exception of out of school exclusions which remain on a child's record for that academic year.</i>
3 rd badge removal and 3 rd reflection exercise	The child will not be able to attend their house team party if their house wins. The class teacher contacts the parent/carer to arrange a meeting to discuss behaviour and agree actions. (These actions are entered into the ABC log which is a tool used to record information

	<p>about a behaviour to better understand what it's communicating. The letters A, B, and C stand for:</p> <ul style="list-style-type: none"> ● A: Antecedent, or the event that happened before the behaviour ● B: Behaviour, or what happened during the behaviour ● C: Consequences, or what happened after the behaviour <p style="text-align: center;"><u>See Appendix 2</u></p>
4th badge removal and reflection exercise	<p>A positive support plan will be put in place. The parent/carer will be invited into school for a behaviour strategy meeting with the class teacher, SENCO and Headteacher. A positive support plan with an associated Individual will have set targets. All staff will be aware of these.</p> <p style="text-align: center;"><u>See Appendix 3</u></p>
6 th badge removal and reflection exercise	<p>The class teacher and child will complete a positive behaviour diary to complete in school and take home for their parents/carers to monitor their progress.</p> <p style="text-align: center;"><u>See Appendix 4</u></p>
9 th badge removal and reflection exercise	<p>In-school suspension, for a day, with the Headteacher/Deputy Headteacher. A letter will be sent to the parent/carer.</p>

Each case will be dealt with consistently and fairly. More serious cases will be considered by the Senior Leadership Team and the most serious cases in consultation with the Governing Body and/or Multi Academy Trust CEO.

Further or more serious infringements, leading to further class exclusions, would result in further out of school suspension up to a total of 45 days, the maximum permissible by the LA. A further exclusion would be a permanent exclusion. The support of parents/carers is vital to this process.

Suspension and permanent exclusions

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

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

In the event of a serious incident the teacher/teaching assistant must provide a written record for the Headteacher on My Concern. Details must include:

- The name(s) of the pupil(s) and where the incident took place
- The names of any other staff or pupils that witnessed the incident
- The reason that force was necessary – for example, to prevent injury to the pupil, another pupil or member of staff
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how it was applied and for how long
- The pupil response and the outcome of the incident
- Details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to the property
- Parents informed by SLT

Restraint of pupils.

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006. Staff are trained in Team Teach. Teachers can use 'reasonable force' to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
 - Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
 - Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
 - Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. Before intervening physically a teacher/teaching assistant should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The teacher/teaching assistant should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

It is advisable for a teacher/teaching assistant to summon help from another adult. The pupil should be informed that help has been sought.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

Some members of staff are trained by Team Teach.

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe."

Any other forms of restraint are not acceptable, particularly if they may cause injury to the child. Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

Responding to unacceptable behaviour from pupils with SEND

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 unacceptable behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of unacceptable behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of unacceptable behaviour will be made on a case-by-case basis.

When dealing with unacceptable behaviour 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 unacceptable behaviours, 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. They 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

- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural consequence 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?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

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 (EHC) plan

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

Positive support Plans

All reflection exercises are logged in a class behaviour log. These are then collated by the Deputy Headteacher at the end of every half term. This acts as a useful source of information as it builds up a picture of a child's behaviour. It is also of great use in the formation of Individual Positive Support Plans. (PSP)

Some children will only have an PSP while some will have both an PSP and an IOP (Individual Outcome Plan) depending on their needs. All adults working with children with PSPs should be aware of the PSPs to enable them to successfully support that child and their behaviour.

If it is felt that continuing disruptive behaviour might be the result of unmet educational or other needs, the school will consider whether a multi-agency assessment is necessary.

An IBP may only be appropriate for playtimes and/or lunchtimes. The behaviour log will be critical in gathering the evidence required to make this decision.

Certain offences would warrant an immediate Reflection (e.g. violence). Severe offences would be punished by an immediate exclusion (e.g. serious violence, theft, vandalism).

In the case of Looked after Children (LAC), carers and the LA will be fully involved in the management of that child's behaviour and different sanctions may be appropriate in accordance with that child's specific needs.

Visits, School Journeys, School Transport and Beyond the School Gate

All of the aims, responsibilities and guidance set out above apply when children are involved in any educational, sporting or social activity off the school site and on occasions, beyond the school gate. All children are ambassadors for the school when on these journeys and expectations of behaviour and discipline are as high as those within school. For the avoidance of doubt, the principles and provisions of this Policy will apply in all situations when children are:

- Taking part in any school organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at St. Aidan's.

Even if the above conditions do not apply, pupils can be disciplined for misbehaviour at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

In all cases the adult may only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the staff member.

In such circumstances the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal, or poses a serious threat to a member of the public, the police should always be informed.

School staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. School staff must follow the school's safeguarding policy.

Learning outside the classroom

A range of enrichment opportunities, educational visits, trips and PE sessions are organised for the children. These may involve the children walking to a venue, travelling by coach or using public transport. If a child's behaviour is such that it would be a significant, unmanageable and unacceptable safeguarding risk (to themselves and/or others) to take them off-site, they may be prevented from attending an educational visit or taking part in PE sessions off-site. This will not affect a child's statutory entitlement to PE as they will take part in another PE session in school. (This may be on a different day/time to their usual PE lesson.) Before considering this, the school will carry out a formal risk assessment of allowing the pupil to attend. The decision will be made by the Headteacher and parents will be consulted.

Policy for Screening and Searching Pupils

The Governing Board recognise that there are two sets of legal provisions which enable school staff to confiscate items from children:

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a child's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

The Governing Board have agreed that any item confiscated will be returned to the child's parent.

2. **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search – weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

The Governing Board have agreed that, whilst such items have never been confiscated before, where staff are suspicious that a pupil have any item listed above then they MUST follow legislative guidance with regards to handing over weapons and knives to the police, otherwise staff will hand over other items to the Headteacher who will in turn contact parents to discuss the incident. The Headteacher may decide (depending upon the severity of the incident) to inform other agencies (Children's Social Care, School Nurse, Police etc...).

Provision for Professional Development / INSET / Support for Staff

Provision for assimilation by all teaching and non-teaching staff will be through:

- INSET
- Induction of new staff (teaching and non-teaching)
- Inclusion in Internal Consistencies document

Pastoral support will be available for school staff accused of misconduct, drawing on the advice in the 'Dealing with Allegations of Abuse Against Other Staff' guidance.

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation.

Partnership with Parents

At St. Aidan's Primary School- A Church of England Academy we work as a team to support the children in our setting as they grow and develop socially and emotionally. We actively promote a partnership with parents, carers and other agencies, where appropriate. We believe that clear and open communication is key to ensure that we all work together as a team to meet the needs of the child. We believe that parents should be informed of the positive achievements of their children throughout the day and inform them via Class Dojo; at the end of the day; through notes in their reading diary; formally at parents' evenings; through written reports; through 'Celebration Assembly' and by visibly wearing their ALWAYS badge.

We make sure parents and carers are supported to understand and help children people to be accountable for their actions. We encourage rejoicing in the positives and develop skills to change unacceptable behaviour rather than to punish the actions taken by the child. Our school is committed to supporting parents, carers and families with their child or young person's behaviour. We aim to do this by:

- using our online communication platform to update parents and carers with messages and news, throughout the week
- encouraging parents and carers to inform the school if they have any concerns regarding their, or another child's, behaviour
- discussing any behaviour concerns we have with parents and carers
- keeping parents and carers well-informed regarding where they can seek support through the school website, social media pages, posters in the main entrance, letters home, etc
- providing Thrive home action plans so that parents and carers can support their child at home
- having regular parents/carers' evenings
- holding Thrive drop-in sessions each half term
- hosting parent and carer coffee mornings.

We also have a Family Thrive leader who provides Family Thrive sessions to parents and carers. This allows parents and carers to have a basic understanding of Thrive theory and practice so they can better understand and support the work that is taking place in school.

Parents have a vital role to play in supporting and encouraging their child's positive behaviour

and development. We understand the need to work with parents to formulate solutions to possible misbehaviour, and use their knowledge and their expertise of their child.

Parents who are concerned that their child might be a victim of bullying, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's behaviour policy and to actively encourage their child to be a positive member of the school.

If there is a problem we believe in early intervention between school and home and will inform parents if we are concerned about their child's behaviour, enabling us to work together to support the child.

Parents can help by always telling the class teacher if there is a problem at home which might affect a child's behaviour in school. Class teachers need to know this information if they are to deal fairly with children. Such information will always be treated confidentially.

If parents have any concerns about major changes in their child's behaviour they should discuss them with the class teacher. Parents should always attend parents' evenings. If they are unable to attend the scheduled dates, alternative dates can be arranged. This detailed discussion is vital.

Supporting Staff

At St. Aidan's we provide high-quality training and ongoing continual professional development for staff in relation to behaviour and relationships to support the school's implementation of the Thrive Approach, which helps with children and young people's social, emotional and mental health. All staff will be given training so that they:

- understand what children/young people's mental health needs are
- understand how to promote good mental health and wellbeing
- know how to recognise warning signs of poor mental health
- have a clear process and know what to do if they identify a child or young person in need of support

Mrs Liddiard is our Thrive Practitioner and Miss Keegan is our Senior Mental Health Lead (SMHL) which is from the Department for Education and is quality assured. This training enables staff to:

- learn why mental health and wellbeing are critical to school success
- accurately identify need, provide support and make referrals
- better understand and respond to the challenges young people face today
- benchmark, develop action plans and provide evidence of impact.

Staff are provided with a range of ongoing support when supporting children and young people with their mental health and wellbeing. This includes the following:

- access to Thrive-Online for all colleagues, which enables all staff to profile classes and groups, ensuring that pupils' social and emotional skills are on track
- 'Introduction to Thrive' training module for all colleagues, which includes an overview of the Thrive Approach, basic theory and how to use Thrive-Online to profile a class or group
- Thrive network meetings that provide staff with the opportunity to connect with other educators facing similar challenges, allowing staff to put their questions to Thrive experts and share best practice

- Thrive weekly supervision sessions, which provides staff with guidance from one of the Thrive experts - staff can drop into a supervision session and talk through their queries with a Thrive specialist •
- Thrive support calls with our regional contact
- regular Thrive emails designed to help staff embed a whole-school approach • regular social media updates to provide support and guidance for staff
- Thrive in Action events to learn more about the Thrive and discuss the latest research findings and industry data.

Some key staff will receive additional training to provide them with the skills and knowledge to support children, young people, families and staff with their mental health and wellbeing:

- Thrive Licensed Practitioner training
- Thrive Mental Health Lead training (DfE quality assured)
- Thrive trainer status.

We recognise that dealing with a child demonstrating distressed behaviour can be upsetting, therefore at our school we ensure support for staff is available if they have had to support a child or young person who is dysregulated.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom, through Arbor and My Concern
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff and pupils on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher and Chair of Governors.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying Policy



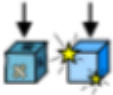



- Inclusion Policy
- Feedback Policy
- Alternative School Agreement.
- Online Safety
- Whistle Blowing Policy
- Complaints and Disciplinary policy



St. Aidan's Church of England Primary Academy
'I came that they may have life and live it to the full' John 10.10



Reflection Sheet

Name:	Date:	Reflection sheet:
<p>Situation: (Briefly describe the situation you are reflecting on)</p>  <p>situation</p>		
<p>What I chose to do: (Describe your actions in the situation. Be specific and honest about what you did.)</p>  <p>actions</p>		
<p>Why I chose to do it: (Explain your reasons for acting the way you did. What were you thinking or feeling at the time?)</p>  <p>Why?</p>		
<p>What right it infringed: (Identify any school rules, classroom rules, or rights of others that your actions may have broken or affected.)</p>  <p>rules</p>		

What I could choose to do differently next time:

(Think about alternative choices you could make in a similar situation. How could you handle things better next time?)



next time

What help would be useful:

(Is there anything or anyone that could help you make better choices in the future? This could be a teacher, friend, family member, or a specific strategy.)



help

Appendix 2



St. Aidan's Church of England Primary Academy
 'I came that they may have life and live it to the full' John 10.10



ALWAYS

BEHAVIOUR LOG

Child _____ Year Group _____ Name of teacher - _____

Day Time	Exact event/ activity leading to the incident. Please state the time. Antecedent	How did you support the de-escalation of the behaviours										Behaviour					Consequence – what you did
		V e r b a l a d v i c e	D i s t r a c t i o n	O p t i o n s	H u m o u r	i n s t r u c t i o n s	S t e p a w a y	R e a s s u r a n c e	B o d y l a n g u a g e	N o t i m e - s p e c i f y	O t h e r - s p e c i f y	Th r o w s o b j e c t	H i t s o u t R u n s a r o u n d s c h o o l	R e f u s a l t o f o l l o w d i r e c t i o n s	U n d e r T a b l e/ i n c o r n e r	M a k e s n o i s e s t h a t c a n n o t b e i g n o r e d	
Child Adult Date																	
Child Adult Date																	
Child Adult Date																	

Appendix 3



Positive Support Plan			
Name:		Class:	
Area needing support	Potential Triggers	Support Strategies	Frequency/duration

Post- incident/re-integration strategy:

Appendix 4

Week

	Mon	Tues	Wed	Thurs	Fri
Phonics					
Busy Bee					
Maths					
Lunch					
Afternoon session					
Busy Bee					
Story					

Comments:

Week

	Mon	Tues	Wed	Thurs	Fri
Phonics					
Busy Bee					
Maths					
Lunch					
Afternoon session					
Busy Bee					
Story					

Comments: