



## Respectful Relationships & Behaviour Management Policy

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### Our Mission Statement

At St Anne's RC Primary School, we work together, learn together, play and care together in God's love to enable each unique person to achieve their full potential.

We aim to meet the needs of every child through a challenging, enriched curriculum, where everyone feels valued and respected. Providing a safe, secure and stimulating learning environment through an inclusive partnership between children, parents, our school, our church and the wider community.

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### **Colossians 3: 13-14**

*"Make allowance for each other's faults, and forgive anyone who offends you. Remember, the Lord forgave you, so you must forgive others. Above all, clothe yourselves with **love**, which binds us all together in perfect harmony."*

## **1. A whole school approach – underpinned by our Gospel Values**

The children, parents, staff and governors have been consulted in the writing of this policy. This policy is in line with and supports our Mission Statement and encompasses the values given to us by Jesus Christ through the Gospel. Through living by our Gospel Values, we strive to create a happy, protective and encouraging environment where our children can learn and grow into independent and respectful individuals. We believe that teaching children the skills of self-discipline, co-operation, resilience, respect and tolerance towards others are a crucial and integral part of our curriculum and alongside good manners are essential skills needed in today's society. Without embedding these skills, our academic objectives cannot be achieved and so by working closely in partnership with parents and families (children learn much more quickly when parents and school are working together) our goals can be achieved.

To encourage our children to follow in the footsteps of God, we have weaved into our rewards the Gospel Values. We have dedicated each month of our school year to a different value and encourage our children to follow this value. During the weekly Celebration Assembly, children will be rewarded with a Gospel Value Certificate, if they have demonstrated outstanding behaviour within this area.

### **The Gospel Values for each month**

#### **September – Acceptance**

We accept new people and welcome them into our lives.

#### **October – Nurturing**

We support each other in developing new friendships and skills.

#### **November – Patience**

We have patience with one another and help each other to develop.

#### **December – Hope**

We try hard to overcome difficulties and hope to succeed.

#### **January – Peace**

We work with one another to develop school co-operation.

#### **February – Trust**

We trust in each other to try new challenges.

#### **March – Mercy**

We offer each other forgiveness when somebody hurts us.

#### **April – Joy**

We celebrate each other's achievements.

#### **May – Caring**

We share and care for one another.

#### **June – Friendship**

We show kindness through playing with each other.

#### **July – Strive**

We try to achieve all our goals, through determination.

## 2. Our School Expectations

At St Anne's, under the umbrella of 'Being the best version of yourself' we have 3 clear school expectations that are underpinned by our school values. The language is used by everyone and they help everyone to understand how we behave here.

Our Expectations are applied to different contexts and here are some examples:

### **READY – are you ready?**

- Are you ready to listen?
- Are you ready to learn?
- Are you doing a Legendary line up?
- Are you ready for PE with your kit?
- Are you ready for assembly to start?

### **RESPECTFUL – are you being respectful?**

- Are we treating everyone with respect?
- Are we using kind words?
- Are we being polite and showing good manners?
- Are we including everyone?
- Are we thinking about others?

### **SAFE – are we all safe?**

- Are we thinking about how to be safe in the playground?
- Are we doing the sensible 'St Anne's walk'?
- Have we tied our shoelaces?
- Are we managing our bodies?
- Do we tell an adult if we are unhappy?
- Do we help our friends to stay safe too?

### **We also:**

- Meet and greet with a smile because it makes children feel important, valued and that they belong
- We value and recognise behaviour that is over and above by telling the child, telling the parent, awarding special mentions including in Assembly
- 

### **To summarise our approach to behaviour over time:**

- We don't shout
- We don't shush
- We don't nag

We do listen (*really* listen) and find out what is happening so that we can support and enable our children to learn how to make the best choices for themselves and for others.

### 3. The Aims of our Behaviour Policy

*Children don't care how much you know until they know how much you care.*

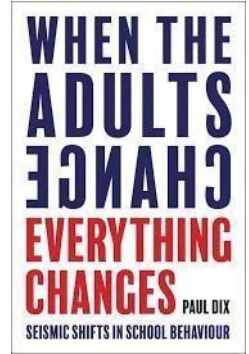
- We aim to bring about a culture of mutual respect rooted in valuing and celebrating difference.
- We aim to provide a positive, safe, stimulating learning environment, which is happy and caring through effective classroom management.
- We aim to be vigilant and alert to signs of bullying and racial harassment and to be pro-active in dealing with all forms of bullying, discrimination and prejudice, particularly in relation to the protected characteristics of age, race, gender, faith, disability and sexual orientation (Equality Act 2010).
- We aim to encourage good manners, consideration and courtesy; and to look for opportunities whenever possible to recognise and celebrate positive behaviour.
- We aim to ensure that there is clear communication between all members of our school community; essential for good behaviour.
- We aim that within our Religious Education, PSHE and Wellbeing curriculum and through incidental opportunities, we actively establish and reinforce our Gospel values, moral values and attitudes.
- We aim to provide a supportive environment with time to listen to our children.
- We aim to positively encourage good behaviour through teaching our children that all behaviours and actions have consequences, for themselves and others.
- We aim to recognise and facilitate the rights of our whole school community, whilst encouraging all to take responsibility for their behaviour and to recognise the effect of their behaviour on others.
- We aim to support our children in recognising that good behaviour is important in life beyond the school and we realise our role in developing future responsible citizens.
- We teach our children that good behaviour is about self-regulation and making choices rather than avoiding punishment or gaining reward.

#### Links with other policies and why

<b>Policy</b>	<b>Why</b>
Anti- Bullying Policy	Types of bullying, strategies to support, reporting
Safeguarding Policy	Child protection
Online Safety	Cyber bullying, use of devices and online safety
PSHE/RSE	Strategies to support positive behaviours, Acceptance
Exclusions Policy	To ensure the exclusion procedures are consistently fair
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response to negative consequence behaviour, Fixed term exclusions, Exclusions

## 4. Roles and Responsibilities

### WHEN THE ADULTS CHANGE EVERYTHING CHANGES



Our behaviour policy is rooted in this book by Paul Dix plus training with Pivotal Education and in-house. All staff have been encouraged to read this book in order to understand our journey and our practice.

Our values for adults who work at St Anne's and our ethos underpin all our actions; they inform the way we respond to our pupils, ensuring everything we do is about securing the best and broadest education possible for all our St Anne's pupils.

### The Role of Our Adults

**Our Governing Body:** is encouraged to take an active interest in promoting, monitoring and reviewing the school policy. Governors are actively encouraged to visit the school regularly to observe and support the management of behaviour in school, acknowledging the success of the children.

**Our Headteacher:** has the responsibility to manage personnel, the budget, training needs and the school building in such a way as to promote a positive, encouraging, caring and motivating environment.

**Our Senior Leadership team:** has the responsibility to support the staff in the application of the policy on a day to day basis- by promoting, encouraging and monitoring of the same .

**Our teachers:** are the main instigators of good behaviour in the classroom and around the school. They are responsible for promoting good behaviour by praise and rewards and are expected to deal with unacceptable behaviour quickly and calmly, avoiding reinforcing attention-seeking and aggressive negative consequence behaviour. A raised voice should only be used in extreme circumstances, and usually when a child's safety is immediately at risk. They should plan and organise stimulating lessons that match the needs of all children and deliver these using clear instructions. Communication with parents is essential to building positive relations and to support children in their self-management of behaviour. Teachers will share exemplary, as well as negative consequence behaviour with parents.

**Our support staff:** are expected to encourage good behaviour throughout the school and to support teachers in the implementation of the policy. Support staff will have the same calm voices with children and will communicate with parents where possible.

**Our parents and guardians:** are encouraged to expect good behaviour from their children and are asked to sign a home-school agreement once they have discussed it with their child. They will be made aware of the policy on their child's admission and what their role is in its successful implementation. Parents are requested to support the school's policy in relation to their child.

## 5. Positive strategies to promote excellent behaviour for learning

Consistent and calm adult behaviour helps cultivate a culture of fairness and empathy whilst keeping the focus positive.

**We believe in *First Attention for the Best Conduct*.**

**This visible consistency can be seen in the following ways:**

- Acknowledge good behaviour on all occasions - public praise in the classroom and at celebration or phase assemblies (or privately pending which is more appropriate for the individual)
- Recognition Boards in the classrooms – *Walls of Fame not Walls of Shame*. *Recognition cards are also used alongside these.*
- Positive phone calls homes – sharing positive news with parents /carers
- Displaying children's work in the classroom to celebrate their achievements
- A whole class system to earn rewards- e.g. individual or team points for good work and behaviour leading to half termly rewards for the winners. For example: class dojo

***Relentless Routines*** ensure every child is talked to every day. Children come to expect it and feel valued and noticed;

- ✓ Conversations with every child every day
- ✓ Greeting each child on a morning, this could be a smile, a verbal greeting or the appropriate gesture with the individual child.
- ✓ Saying goodbye every afternoon, this could be a smile, a verbal greeting or the appropriate gesture with the individual child.

***Communication Script*** when behaviour is more challenging. Conversations which are fuelled with kindness, nurturing and calmness;

- ✓ Use of positive language – telling the pupil what we want not what we don't want
- ✓ Avoiding unnecessary battles
- ✓ Where possible and appropriate giving children control and choices – particularly when we know the child is affected by trauma and loss
- ✓ No behaviour conversations during learning time
- ✓ Adults say 'thank you...' before they say 'please...'

***Restorative Follow-ups***

- ✓ Shoulder to shoulder conversations – no physical domination
- ✓ Behaviour anchored in previous positive behaviour you've seen before
- ✓ Choices given – passing control to the children
- ✓ Saying '*thank you for listening*'

## 6. Celebration Assembly/ Special achievement awards

During our Celebration Assembly, several awards are given to celebrate hard work and positive behaviour.

1. One child from each class will be rewarded with a certificate for demonstrating the **Gospel Value of the Month Award**

2. An additional child from each class will receive a certificate for demonstrating Good manners
3. Finally, 2 children will be awarded a certificate for pleasing classwork – these pieces will be photocopied and shown as part of the celebration time.

All children who are celebrated during the above are invited to a 'treat Monday' whereby they share hot chocolate and a biscuit/small snack with a member of SLT

## 7. Behaviour System-Zones of Regulation

Alongside using the positive strategies to help to promote excellent behaviour for learning, staff use the zones of regulation to encourage the children to regulate their behaviours.

*“Life is 10% what happens to us and 90% how we react to it...” Charles Swindoll*

We teach them to recognise that self-regulation is something that everyone continually works on whether we are cognizant of it.

The Zones are a systematic, cognitive behavioural approach, used to teach self-regulation by categorising all the different ways that we feel and the states of alertness that we experience-into 4 concrete coloured zones.

The Zones framework provides us with strategies to teach the children to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs and to improve their ability to solve conflict.

### THE FOUR ZONES

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A child may be elated or experiencing anger, rage, devastation or terror when in this zone.

The **Yellow Zone**, a child may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles or nervousness when in this zone.

The **Green Zone**, is used to describe a calm state of alertness. A child may be described as happy, focused, content or ready to learn when in the green zone. This is where optimal learning occurs.

The **Blue Zone** is used to describe a low state of alertness and feeling down. A child may be feeling sad, tired, sick or bored when they are in this zone.

All the zones are natural to experience, but our framework focuses upon our teaching our children how to manage and recognize their zone based upon their different environments i.e. the classroom, the playground and the people around them.

Adults will support children to identify which zone they are in and will encourage and guide children to use the strategies which they have identified as being helpful.

Everyday our children are encouraged to make an emotional check – in – this is again linked to the Zones both in colour and the emotions the children are experiencing at different times throughout the day – this allows for teaching staff to support the children – especially when they do not verbalise this emotion.

During the day, a child may remain in the green zone and /or move up within the zones-where they will apply their toolkit and strategies. Every day is a fresh start for each child. This is also supported by consistent and clear expectation by all staff, with regular reminders.

We believe that everyone should have equal access to rewards. Everyone responds to the right kind of reward and our staff use a variety of rewards to promote positive behaviour.



These may include but are not limited to:

Use of stickers/stamps

Use of praise

Star of the day

Table of the day

Prize box

Approval by other staff - visiting other teachers, SMT or the Head

Parent/carer informed

## **8.General Behaviour**

### **Classroom Behaviour**

At the beginning of the academic year and throughout the year, each class will be supported by their teachers to understand the Gospel Values and how these apply to their daily experiences.

Each class will also determine and agree their own set of class Expectations, appropriate to their needs, which everyone in the class will understand. Our non-negotiable rights are the basis of any classroom agreement: the right to be treated with respect; the right to be safe; the right to learn; the right to be listened to; and the right to be an individual. Once agreed, the class Expectations will be displayed clearly, referred to often and reviewed regularly. As a school we follow a Graduated Response.

### **Movement around the school**

Children are expected to:

- Walk quietly
- Use the stairs safely for going up/right for coming down
- Not disturb other children or adults
- Leave cloakroom and outside classroom areas tidy
- Wait for adults to go through doorways, hold doors and use good manners i.e. to say “excuse me” and “thank you”
- Enter and leave the hall (for assembly) quietly

### **Playground**

Children are reminded of the zones of regulation, before breaks and lunchtimes. In the playground a wider range of behaviour becomes acceptable as the children need to run, shout and generally let off steam in a way which may not be appropriate in a classroom situation, this is referred to earlier, when discussing the zones of regulation. However, the children are expected to continue to show self-discipline, be courteous, and have consideration for the personal safety and feelings of others.

It is the responsibility of the staff on playground duty to supervise the children in the playground and to monitor behaviour. Any problems are dealt with as they occur and the child's teacher is informed of any particular logical consequence behaviour that is causing concern. During the lunch break, the midday supervisors take responsibility for the children with the class teacher, line manager, Deputy or other member of leadership team, if appropriate. Children are allowed access to toilet facilities at break times but they are encouraged to use these before going outside.

As a general rule, children are expected to remain outside during playtimes and lunch breaks. They are discouraged from coming in and out of the school during these times and at most should only be in the toilet area or en-route to the dining room.

If children are becoming too boisterous on the playground, a logical consequence system to complement the one followed in the classroom is followed- a verbal warning may be given and the child is given an opportunity to discuss

what was wrong with their behaviour, what they need to do to prevent a recurrence and what the logical consequence will be for persistent negative behaviour.

***The logical consequences are as follows:***

- First incident – Warning
- Second incident- stand with a member of staff for 5 minutes to observe appropriate playing-the adult will let the child know that, if the inappropriate behaviour continues, their teacher will be informed.
- Third incident - Send for class teacher's assistance (break time) or Lead Midday Supervisor (lunch time) or member of SLT who will speak to the child, reminding them of the appropriate behaviour. They will decide whether it is appropriate and safe for the child to return to the playground on that occasion. The class teacher should be informed at the end of lunchtime. It will then be the class teacher's responsibility to decide on the appropriate logical consequence.

It is important to note here, that the class teacher responding to third incident behaviour, will address this at some point during the school day – this may not be immediate -due to the learning and teaching needs of the rest of the class.

Adults on duty need to be aware that some children may need the opportunity to calm down for a short period, before they are ready to calmly explain what has happened.

Children are expected to:

- Remain outside unless they have a specific reason/task from a member of staff (and, therefore, are being supervised by that person)
- Play games which avoid play fighting, lifting and carrying
- Walk back into school at the end of playtimes when asked to by the adults in charge

**Lunchtime – Eating in the hall**

Children are expected to:

- Quietly enter the hall
- Sit down when eating
- Use good manners when eating
- Talk only to people on their table using a quiet voice
- Put up their hands if they require help from an adult

**10. Logical Consequence Chart –using the consistent calm adult script**

***“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”.*** (Paul Dix, Pivotal Education)

At St Anne's, we recognise that behaviour difficulties are normal, as children are still learning and testing the boundaries of acceptable behaviour. In order to discourage our children from negative behaviours- we actively seek to support them to make positive behaviour choices.

We do this via a system of logical consequences designed to teach our children that there is a consequence to inappropriate negative behaviour. Such negative consequences are linked to the inappropriate behaviour and are consistently set within the context of our school community.

After consultation with staff, we use a very clear Graduated Response Chart, which all pupils, staff and parents are aware of.

We also follow a consistent calm adult script with all the pupils. This has been adapted by EYFS staff to be age/stage appropriate and may be adjusted slightly for SEND pupils.

## General

### Consistent Calm Adult Script

#### 1) Redirection / Reminder

Gentle encouragement, a 'nudge' in the right direction.

A reminder of our three simple Expectations - Ready, Respectful, Safe delivered privately wherever possible.

Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.

#### 2) Caution

A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

"stop, think, ...make the right choice"

"think carefully about your next step"

#### 3) Last Chance

(5 minutes during break for restorative conversation minutes and reflection time)

Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention

- I have noticed that you are...  
(having trouble getting started, wandering around etc.) right now.
- At St Anne's RC, we... (refer to the 3 school Expectations – ready, respectful and safe)
- Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- See me for 5 minutes after class/during break
- Do you remember  
yesterday/last week when you... (refer to previous positives)

**These behaviours – dependent on severity may need the staff member to move to 3. ‘cool off time ‘straight away**

### **1.Caution**

A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

“stop, think, ..... make the right choice”

“think carefully about your next step”

Speak to the pupil privately and give them a final opportunity to engage.

### **2.Last Chance - Use the 30 second scripted intervention**

- I have noticed that you are... (having trouble getting started, wandering around etc.) right now. • At St Anne’s RC, we... (refer to the 3 school Expectations – ready, respectful and safe)
- Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break
- Do you remember yesterday/last week when you... (refer to previous positives)?

### **3.Cool Off Script**

Time for Cool Off time now in order for you to be ready/respectful/safe.

On return the child is welcomed back to class where they will be greeted by the staff member – they will NOT discuss the incident or make any reference to it at this point.

**Restorative/Repair Conversation** 5 questions are usually enough from the following:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

**Consistent Calm Adult Script (EYFS)**

**1) Redirection / Reminder**

**Gentle encouragement, a 'nudge' in the right direction.**

**A reminder of our three simple Expectations - Ready, Respectful, Safe delivered privately wherever possible.**

**Repeat reminders if necessary and model behaviour that is expected. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.**

**2) Caution**

**A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.**

**"stop, ...make the right choice" (this will be used with the sign language action for stop. Full hand for danger, close hand for gentle stop)**

**(ensure you are basing your response to suit individual children. For example, 'I have asked you to...' repeating the expectation that has been requested)**

**3) Last Chance**

(restorative conversation minutes and reflection time to be had in calm zone in the class or, if needed, calm zone situated in the EYFS library/nursery sensory room)

Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention

- I can see that... (linking to body language)

(having trouble getting started, feeling wriggly, using a loud voice etc.) right now.

- At school, we... (refer to the 3 school Expectations – ready, respectful and safe)

- you need to... (refer to action to support behaviour e.g. move to a different learning area, get your body back to green, share some breathing exercises with me, use your inside voice...)

- model the good behaviour that is the expectation (sharing a resource, using kind words, helping a friend...)

- I have seen you... (refer to previous positives) ...can you show me again

These behaviours – dependent on severity may need the staff member to move to 3. 'cool off time 'straight away

1.Caution

A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

“stop, ...make the right choice” (this will be used with the sign language action for stop. Full hand for danger, close hand for gentle stop)

(ensure you are basing your response to suit individual children. For example, ‘I have asked you to...’ repeating the expectation that has been requested)

Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention

- I can see that... (linking to body language/ having trouble getting started, feeling wriggly, using a loud voice etc.) right now.
- At school, we... (refer to the 3 school Expectations – ready, respectful and safe)
- you need to... (refer to action to support behaviour e.g. move to a different learning area, get your body back to green, share some breathing exercises with me, use your inside voice...)
- model the good behaviour that is the expectation (sharing a resource, using kind words, helping a friend...)
- I have seen you... (refer to previous positives) ...can you show me again

### 3.Cool Off Script

**Let's go to the calm area...you are here because (using the library cool down space)**

**On return the child is welcomed back to class where they will be greeted by the staff member – they will NOT discuss the incident or make any reference to it at this point.**

**Restorative/Repair Conversation:**

**Statements to support: (explaining their choices/remodel behaviour)**

**Your body was telling me you were red/yellow/blue**

**Using your hands/feet can cause someone to feel blue**

**We share our toys in school**

**High five sitting**

**Possible questions you can ask:**

- **What happened?**
- **What can we do next time?**

**What do you need to say/do...?**

**EYFS staff use this script to support children's understanding of their behaviour. It is personalised to individual children to meet their needs.**

Through regular behaviour / CPOMs/logical consequence chart analysis, SMT will also be able to see if any children require further support or intervention with behaviour, using school resources.

**Supporting Intervention for behaviour may include but is not limited to**

- Peer mentoring
- Social skills
- Volcano in my tummy
- Support work from CARITAS
- School nurse referrals
- Lego therapy
- Super skills
- Play therapy- Messy Play
- Therapeutic support from family and pupil support worker



## **11. Individual Behaviour Approaches**

If a child is having particular difficulty with their behaviour, due to SEN or other social issues, then the SENCo / Phase leaders will develop with parents, staff and pupils a communication chart, expectations chart and/or Individual Behaviour Plan. This will normally reflect the whole school approach, but may be broken down into smaller targets

## **12. Physical Handling**

Positive personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and management practiced by staff. Concrete and intrinsic rewards play a large part in engaging pupils in their learning and classes operate systems which can also carry consequences. All of these elements help to ensure the well-being and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. We acknowledge that physical techniques are only a small part of a whole setting approach to behaviour management.

## **13. Sexualised Behaviour monitoring**

Each time an incident concerning sexual behaviour - *child on child* ( even if deemed relatively minor ) is observed or reported , staff will complete a confidential log - this includes the type of behaviour , context , relationship between the children involved , response of other child , response of child , strategies and response of parents / carer . The staff completing the form will also use the **AIM Project** Under 12 Checklist - this allows for the staff member and a member of SLT to highlight the behaviour type in relation to the continuum of potential harm to self/ and or others - after completion advice can be sought from Bridgelea Outreach team . Both documents will also be uploaded onto CPOMs .

## **14. Fixed-term Suspension and Permanent Exclusions**

The ultimate consequence of exclusion from school will only be used in exceptional circumstances. In such cases, the Head Teacher will inform the Chair of Governors- The School follows the LA and DFE guidelines on managing Behaviour and exclusion. Exclusions and protected characteristic incidents are reported to the Governing Body each term- see separate **Exclusions Policy**

## **15. Monitoring and review of school's Respectful Relationships and Behaviour Management Policy**

The Head teacher, Deputy head teacher, Assistant heads, SENCo and Governors monitor the effectiveness of the school's Respectful Relationships and Behaviour Management Policy in consultation with the staff and the children. The class staff are responsible for logging CPOMs and Negative Consequences. New staff and supply teachers are informed about current policy. The general behaviour of the children is discussed during SMT, safeguarding and staff meetings as appropriate.

The whole school Respectful Relationships and Behaviour Management Policy is reviewed regularly, in light of changes to legislation and/or Policy. It also forms part of a whole school review.