Respectful Relationships
&
Behaviour Management Policy

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UNCRC (United Nation Convention of the Rights of a Child) Articles included in this policy;	1, 2, 3, 4, 5, 6, 12, 15, 16, 17, 23, 24, 28, 34, 36 and 39

Our Mission Statement

Together we grow in faith, knowledge and love.

Together we show respect, kindness and confidence.

Together our community shines.

Our Mission Statement highlights the power of unity and shared values in fostering growth and positive relationships within a community. At St Anne's we work together with respect, kindness and confidence to truly make a difference. We aim to meet the needs of every child through a challenging, enriched curriculum. Providing a safe, secure and stimulating learning environment. We know when we come together our community thrives and shines

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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 unity"*

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, 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 – Ready, Respectful and Safe - that are underpinned by our school values. The language is used daily to help everyone understand how we behave here and what our expectations are.
Our Expectations are applied to different contexts and here are some examples:

READY – are you ready?

- Are you ready to listen? I can see that you are ready to listen.
- Are you ready to learn? I can see that you are ready to learn.
- Are you ready for PE with your kit? I can see you are ready for PE thank you.

RESPECTFUL – are you being respectful?

- Are we treating everyone with respect?
- Are we using kind words? Thank you for using kind words.

- Are we being polite and showing good manners? Thank you for saying please and thank you.
- Are we including everyone? Thank you for being a good friend.
- Are we thinking about others? Thank you for thinking of others too.

SAFE – are we all safe?

- Are we thinking about how to be safe in the playground?
- You are not being safe how can we change this?
- Do we tell an adult if we are unhappy? Who are your Gimme 5?
- Do we help our friends to stay safe too? Thank you for being a good friend.

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 'above and beyond' by telling the child, telling the parent, awarding special mentions including in Assembly.

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 RSE curriculum, 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

Policy	**Why**
Safeguarding Policy	Child protection
Online Safety	Cyber bullying, use of devices and online safety
PSHE/RSE	Strategies to support positive behaviours
Exclusions Policy	To ensure the exclusion procedures are consistently fair
Teaching and learning policy and Curriculum policy	By ensuring lessons are well planned, engaging, purposeful and delivered appropriately using reasonable adjustments and adaptive teaching methods, all children will feel included and behaviour will be good
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
Parental communication policy	Outlines expectations and standards of behaviour at home and school

4. Roles and Responsibilities

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.

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 role models 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, using our 3 key expectations of being ready, respectful and safe. A raised voice will 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 behaviour, as well as logical 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. 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. This is done by:

- Acknowledging 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 .
- Positive phone calls homes/speaking to parents at home time – 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: house points

Daily routines followed consistently to ensure that each child is spoken to each day:

✓ 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, verbally 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

✓ 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 'Monday treat' 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 and this is an important life skill for them to learn.

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. As part of this system children have access to a 'toolkit' this may be an individual one or whole class. The 'toolkit' identifies strategies that children can use to get back to the green zone.

The 4 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, wriggly 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 teaching the children how to manage and recognise 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 (toolkit) which they have identified as being helpful.

Every day our children are encouraged to do 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 the children cannot/do not verbalise this emotion.

During the day, a child may remain in the green zone and /or move 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. 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, SLT
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 agree their own 'class charter', which everyone in the class will understand. The class charter is agreed by each child and displayed within the class.

Movement around the school

Children are expected to:
• Walk quietly
• Use the stairs safely, one behind the other staying on the left hand side
• 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 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 behaviour that is causing concern. During the lunch break, the midday supervisors and teaching assistants take responsibility for the children. Incidents may be referred to SLT if needed. Children are allowed access to toilet facilities at break times but they are encouraged to use these before going outside. A member of staff is allocated to supervise the KS2 toilet area.

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. Children will be greeted by an adult at the end of playtimes so that they can walk back into school in a line.

Staff will ensure that children follow this routine in order to leave and enter the school in a safe and respectful manner:

- A member of staff will lead the children around school whether this be out to break times, to the hall for assembly, to the home time door. Where possible a member of staff will be present at the back of the line also.
- Class teacher will collect children from the playground at 8.45 and when returning to class after break and lunch.
- Children will line up in an orderly fashion to return to the school building.
- A member of staff will blow the whistle on the playground. First whistle = all children stand still, second whistle = tidy up, third whistle = line up, fourth whistle = voices off (member of staff to say this and all staff to ensure silence)

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 hand if they require help from an adult

Children to leave the hall from specified doors only. EYFS and KS1 leave via the door leading to the KS1 corridor. KS2 children leave only via the door that is in the corner of the hall nearest to the outside door ready to go straight out to the playground.

9. Logical Consequence Chart –using the consistent calm adult script

Level 1 some examples of behaviour – may include but not limited to	**Level 1 examples of logical consequences and scripts**
Fidgeting / fiddling Telling tales Punctuality Dropping litter Noisy e.g. talking/shouting Failing to keep on task Leaving desks Poor effort Unkind remarks Bad language (one off) Time wasting Telling lies Running in corridors Pushing in line Chewing gum Borrowing without permission Leaving work area untidy Talking in assembly Non-uniform/jewellery	Clear communication and discussion about the incident Clear class based reminders & expectations Positive praise Warning Move the child away from the situation (not outside the room unless there is a safety risk) Time out - the amount of minutes should be logically in line with the incident Time for reflection Staff using 'Ready, Respectful, Safe' language to remind children of expectations and 'getting back to green' Scripts Thank you for trying to get back to green I can see that you are not in the green zone, can I help? Thank you for moving away from the situation and using your toolkit to try to get back to green. I can see you are now ready. Thank you for being respectful and safe again.
Medium - Level 2 -may include but are not limited to	**Level 2 examples of logical expectations and consequences**
Repeatedly not listening to adults and/or refusal to follow instructions Unsafe behaviour Breaking agreed use policy and/or intentionally viewing unsuitable materials on the internet Consistently shouting out Frequently distracting others Inappropriate use of hands and feet Misuse of equipment Refusal to co operate Verbal aggression towards a peer or adult Swearing or abusive language	Clear communication and discussion about the incident Time out in another class - 20 minutes Time for reflection Restorative conversation between child/group of children and adult who dealt with incident Scripts You are not being safe so we need to have some time to reflect When we have had some time apart we can discuss what has happened more calmly

Threatening / aggressive behaviour to any member of the school community Persistent low-level behaviours (x 3 in one session) **For the following behaviours children will be sent immediately for cool off time** -20 minutes in another class: Verbal aggression including swearing or abusive language Deliberate refusal	I can see you are struggling and need some time/calm zone/walk/talk to another adult
High - Level 3 **severely disruptive, violent or aggressive behaviours May include but are not limited to:**	**Level 3 examples of logical expectations and consequences**
Persistent mid-level behaviours Physical aggression towards any member of the school community – child or adult (fighting /assault) Dangerous or inappropriate behaviour that poses a risk to themselves or others Bringing an inappropriate item into school Damage to school property/vandalism Failure to respond to previous bullying sanctions Leaving school without permission Parents will be informed and asked to come in to discuss the matter and next steps with the class teacher and SENDCo/Headteacher The ultimate consequence of exclusion from school will only be used in exceptional circumstances. In the first instance there will be a 1-day internal exclusion that will be spent in-house with enough work set for the period of exclusion- it will be within the classroom of a middle leader In addition, it may be necessary to involve external professionals such as EP, SaLT, OT After 2 periods of Internal exclusion or for repeated high level behaviours –a longer period of exclusion may be necessary or appropriate Exclusions and protected characteristic incidents are reported to the Governing Body each term- see Exclusions Policy for clarity	Clear communication and discussion about the incident Time out in another class for an agreed time - Senior Leadership decision Parents must be informed Time for reflection and restorative conversation Pastoral support plan to be discussed May result in fixed term exclusion – to be decided by Headteacher Scripts Limited words used as the situation is heightened Calm time used whilst child comes out of red zone Check with child 'are you ready to talk yet' The child will be with a member of SLT at this point. Conversation with parents to discuss incident and next steps. Restorative conversation to happen with relevant staff and other children involved if appropriate. If a fixed term exclusion has happened, parents are invited in with child to attend a reintegration meeting on the first morning back to school.

At St Anne's, we recognise that behaviour difficulties are to be expected, 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 for inappropriate behaviour. Logical consequences are linked to the inappropriate behaviour and are consistently set within the context of our school community. We embrace the motto 'all behaviour is communication' so that we actively seek

reasons for the behaviour so we can support the child in the correct way.

After consultation with staff, we use a very clear Graduated Response Chart, which all pupils, staff and parents are aware of (appendix 1)

We also follow a consistent calm adult script with all the pupils. This has been adapted by EYFS staff (Appendix 2) to be age/stage appropriate and may be adjusted slightly for SEND pupils.

Through monitoring of /CPOMS/Arbor SLT will also be able to see if any children require further support or intervention with behaviour, using school resources. SENDCo regularly monitors this and liaises with class teachers to support specific children.

Supporting Intervention for behaviour may include but is not limited to

- Peer mentoring
- Social skills
- Lego therapy
- Drawing and talking
- Sand Play
- Play therapy

10.Individual Behaviour Approaches

If a child is having particular difficulty with their behaviour, due to SEND or other social issues, then the SENDCo and class teacher will develop with parents and pupils a communication chart and individual timetable. This will normally reflect the whole school approach, but may be broken down into smaller targets

11. Restrictive intervention (previously known as positive 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. We acknowledge that physical techniques are only a small part of a whole setting approach to behaviour management. If a restrictive intervention has been used to ensure the child's safety and the safety of those around them, school staff must record this on CPOMS and inform the parents on the same day. This is in line with current guidance from DfE and Manchester Local Authority.

12. 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 on CPOMS and alert a member of SLT. SLT will use the **AIM Project** Under 12 Checklist. A member of SLT will liaise with Bridgelea to support the child. A member of the DSL team will complete a 'signs and indicators' form, a template used for identifying and reporting concerns of child sexual abuse.

13. 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.**

14. Anti Bullying

Bullying is defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

As a school we take bullying and its impact seriously. Pupils and parents should be assured that all reported incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that fails to reach this.

This includes but is not limited to prejudice-based or discriminatory bullying directed towards protected characteristics, such as race, religion or belief, disability, sex, sexual orientation, or gender reassignment, as well as cyberbullying, sexual harassment, and targeting based on SEN, appearance, or personal circumstances.

Measures to prevent such behaviour comprise clear reporting procedures, proactive staff training, active supervision, and embedding equality, diversity and respectful relationships throughout the school curriculum.

As a school, we are proactive in dealing with all forms of bullying, discrimination and prejudice particularly in relation to the protected characteristics of gender, transgender, sexuality, age, maternity and paternity, marriage and civil union, race, religion, nationality, social background or disability (Equality Act 2010).

The nature of bullying	Bullying may be related to:
Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact) Verbal (e.g. name calling, ridicule, comments) Cyber (e.g. messaging, social media, email) Emotional/indirect/segregation (e.g. excluding someone, spreading rumours) Visual/written (e.g. graffiti, gestures, wearing racist insignia) Damage to personal property Threat with a weapon Theft or extortion	Race (racist bullying) Sexual orientation (homophobic or biphobic) Special educational needs and/ or disability (SEND) Culture or class Gender identity (transphobic) Gender (sexist bullying) Appearance or health conditions Religion or belief Related to home or other personal circumstances Related to another/ any vulnerable group of people

A child in school may indicate by signs or behaviour that he or she is being bullied. Adults in school should be aware of these possible signs and that they should investigate this if they feel it is a bullying concern.

Possible signs or behaviours	Roles and responsibilities

is frightened of walking to or from school doesn't want to go on the bus, begs to be driven to school changes their usual routine is unwilling to go to school (school phobic) begins to truant becomes withdrawn anxious, or lacking in confidence starts stammering attempts or threatens suicide or runs away cries themselves to sleep at night or has nightmares begins to do poorly in school work comes home with clothes torn or books damaged has possessions which are damaged or " go missing" asks for money or starts stealing money (to pay bully) has dinner or other monies continually "lost" has unexplained cuts or bruises comes home hungry (money / lunch has been stolen) becomes aggressive, disruptive or unreasonable is bullying other children or siblings stops eating is frightened to say what's wrong is afraid to use the internet or mobile phone is nervous & jumpy when a cyber message is received gives improbable excuses for any of the above	• Our school vision statement is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God. • Our comprehensive PSHE and RSE curriculum include opportunities for our pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for our pupils to learn to value themselves, value others and appreciate and respect differences. • Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying. • Through a variety of planned activities and time across the curriculum our pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. • Welfare checks each term provide each child with an opportunity to discuss issues that may arise in class and for teachers to support with any concerns. • Stereotypes are challenged by staff and our pupils across the school.

These signs and behaviours could indicate other problems, but bullying should also be considered a possibility and should be investigated.

Responding to bullying

When bullying has been reported, the following actions will be taken:

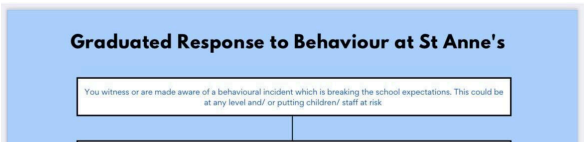
• If a member of our support staff is made aware of an act of bullying, they will refer it to the appropriate class teacher.
• If a class teacher is made aware of an act of bullying, they will immediately investigate it themselves- including whether the incident is of a bullying nature. Teachers/ support staff will record the incident and actions/outcome on CPOMs- support will be offered to the target of the bullying from the teacher, SLT, Family support worker.
• This will be logged on CPOMS as 'child on child abuse – bullying'.
• In some instances, teachers will refer incidents onto the SLT, who will follow the same procedure and record the incident and actions/outcome- this will include speaking to parents /carers
• If a child is repeatedly involved in bullying other children: we invite the child's parents into the school to discuss the situation and the steps to be taken to address the issue.
• A period of investigation may be needed to gather information. During this period the Headteacher will decide the best course of action for the child/ children involved.

- In more extreme cases, where these procedures have proven ineffective, the Headteacher/SLT will consult with the SENDCo and may contact external support agencies for support and advice

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

SLT 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 logical consequences. New staff and supply teachers are informed about current policy. The general behaviour of the children is discussed during SLT, 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.

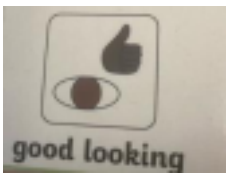
Appendix 1




Levels of behaviour inline with the Graduated Response
Low - Level 1 -
may include but are not limited to:
Fidgeting / fiddling
Telling tales
Punctuality
Dropping litter
Noisy e.g. talking/shouting
Failing to keep on task
Leaving desks
Poor effort
Unkind remarks
Bad language (one off)
Time wasting
Telling lies
Running in corridors
Pushing in line
Chewing gum
Borrowing without permission
Leaving work area untidy
Talking in assembly
Non uniform/jewellery
Medium - Level 2 -
-may include but are not limited to:
Persistent low-level behaviours (x 3 in one session)
Repeated not listening to adults and/or refusal to follow instructions
Unsafe behaviour
Breaking agreed use policy and/or intentionally viewing unsuitable materials on the internet
Consistently shouting out
Frequently distracting others
Inappropriate use of Hands and feet
Misuse of equipment
Refusal to co operate
Verbal aggression towards a peer or adult
Swearing or abusive language
Threatening / aggressive behaviour to any member of the school community
For the following behaviours children will be sent immediately for cool off time -Verbal aggression- including swearing or abusive language
-Deliberate refusal
High - Level 3 / Level 4-
severely disruptive, violent or aggressive behaviours - may include but are not limited to:
Persistent mid-level behaviours - Physical aggression towards any member of the school community – child or adult (fighting /assault)
Dangerous or inappropriate behaviour that poses a risk to themselves or others
Bringing an inappropriate item into school
Damage to school property/vandalism - Failure to respond to previous bullying sanctions
Leaving school without permission
The ultimate consequence of exclusion from school will only be used in exceptional circumstances.
In the first instance there will be a fixed term / 1-day internal exclusion that will be spent in-house with enough work set for the period of exclusion- it will be within the classroom of a middle leader
Parents will be informed and asked to come in to discuss the matter and next steps with the class teacher and Behaviour lead / member of SLT
• In addition, it may be necessary to involve the SENDCO or outside agencies
After 2 periods of Internal exclusion or for repeated high level behaviours –a longer period of exclusion may be necessary or appropriate-
Exclusions and protected characteristic incidents are reported to the Governing Body each term- see Exclusions Policy for clarity


Logical Consequences
What are logical consequences?
Logical consequences are a realistic, reflective, time limited consequence that is decided by a member of staff
The logical consequence should reflect the incident.
The logical consequence must be explained to the child, allowing for discussion.
Level 1 examples of logical expectations and consequences
Clear communication and discussion about the incident
Clear class based reminders & expectations
Positive praise
Warning
Move the child away from the situation (not outside the room unless there is a safety risk)
Time out - the amount of minutes should be logical inline with the incident
Time for reflection
Level 2 examples of logical expectations and consequences
Clear communication and discussion about the incident
Time out in another class - 20 minutes
Parents must be informed
Time for reflection
Level 3 examples of logical expections and consequences
Clear communication and discussion about the incident
Time out in another class for an agreed time - Senior Leadership decision
Parents must be informed
Time for reflection
Pastoral support plan to be discussed

Appendix 2

Consistent Calm Adult Script (EYFS)	
1) Redirection / Reminder	Visuals used to support children
-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. -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. -The learner has a choice to do the right thing. -Learners will be reminded of good choices	
3) Last Chance	
-Speak to the pupil privately and give them a final opportunity to engage. ● I can see that... (linking to body language) right now. ● At school, we... (refer to the 3 school Expectations – ready, respectful and safe) ● you need to... (refer to action to support behaviour) ● 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…(class, library, woodland room) restorative conversation to take place 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.	