



Respectful Relationships and 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." If your significant other hurt you, forgive them*

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 (2021-2022) –

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 Rules

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

Our rules 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 the 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.

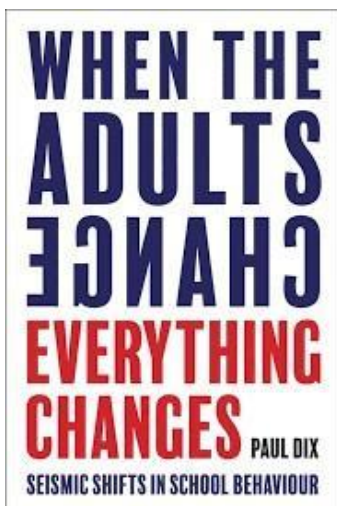
- We aim to provide a supportive environment with time to listen to our children.
- We aim to positively encourage good behaviour through teaching our children that all behaviours and actions have consequences, for themselves and others.
- We aim to recognise and facilitate the rights of our whole school 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 realize 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
Anti- Bullying Policy	Types of bullying, strategies to support, reporting
Safeguarding Policy	Child protection
E-safety and Acceptable Use Policy	Cyber bullying and e-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 behavior, 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 will 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.

Everything we do involves ensuring positive behaviour for learning. We incorporate visible and audible consistencies and establish relentless routines, expecting, modelling and promoting the highest standard of behaviour, personal development and welfare from the entire St Anne's community.

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 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: 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*.
- Positive phone calls homes – sharing positive news with carers
- Special Mentions
- 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

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 with a handshake in the morning
- ✓ Saying goodbye every afternoon with a handshake

Scripted Interventions when behaviour is more challenging. Conversations which are fueled 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 saying '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**' with the individual focus taken from the Manners Curriculum focus of the week.
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.

7. Behaviour System-Zones of Regulation

Alongside using the positive strategies to help to promote excellent behavior 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. We all encounter trying circumstances that test our limits, from time to time. If we are able to recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the aim for the Zones of Regulation.

The Zones are a systematic, cognitive behavioural approach, used to teach self-regulation by categorizing 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. By addressing underlying deficits in emotional and sensory regulation, executive functioning and social cognition, the framework is designed to help our move children towards independent regulation. The Zones incorporate social thinking concepts and visuals to teach our children to identify their feelings/level of alertness, understanding once again, how their Behaviour impacts those around them, whilst learning what different tools they can use to manage their feelings.

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

During the Summer term 2021, each child developed their own tool box of strategies to aid regulation and self-regulation skills. The resources which the children require will be added to their behaviour support and physical intervention plan. A visual representation of the zones will be developed in all learning and play spaces These are age

appropriate. 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 Teacher

Postcard/ text / telephone home

8.Manners Curriculum

Integral to positive behaviour, whilst supporting our children to become good citizens, we follow a manners curriculum. This was agreed by staff and pupils and has a weekly manner focus, the children will be praised by all school members, for demonstrating good manners and praised accordingly (SEE APPENDIX 1)

9.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 rules, 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 rules will be displayed clearly, referred to often and reviewed regularly.

Movement around the school

Children are expected to:

- Walk quietly
- Use the left side of the stairs 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 negative 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 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 consequence will be for persistent negative consequence behaviour.

The consequences are as follows:

- First incident – Warning
- Second incident- stand by the playground wall 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 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. Negative 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 Negative Consequence Chart, which all pupils, staff and parents are aware of:

St Anne's RC Primary School Negative Consequence Chart			
	Behaviour	Negative Consequence	Consistent Calm Adult Script
Low	<p>Low level disruptive behaviours may include but are not limited to:</p> <ul style="list-style-type: none"> ● 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 	<p>Teacher will monitor behaviour in class using the Consistent Calm Adult Script – Reminder, Caution, Last chance Time is always given for Repair.</p> <p>The behaviour is NOT logged on CPOMs</p> <p>Any persistence of low level behaviours will move into the mid-level</p>	<p>1) Redirection / Reminder Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - 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.</p> <p>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"</p> <p>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</p> <ul style="list-style-type: none"> ● I have noticed that you are... (having trouble getting started,

			<p>wandering around etc.) right now.</p> <ul style="list-style-type: none"> • At St Anne's RC, we... (refer to the 3 school rules – 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)
Mid	<p>Mid-level disruptive behaviours -may include but are not limited to: Persistent low-level behaviours (x 3 in one session)</p> <ul style="list-style-type: none"> - Not listening to adults or refusal to follow instructions - Unsafe behaviour - Breaking agreed use policy and/or intentionally viewing unsuitable materials on the internet - Consistently shouting out - Distracting others - Hands and feet - Misuse of equipment - Refusal to co operate - Verbal aggression towards a peer or adult - Swearing or abusive language - Threatening / aggressive behaviour <p>For the Following behaviours children will be sent immediately for cool off time</p> <ul style="list-style-type: none"> -Verbal aggression- including swearing or abusive language -Deliberate refusal 	<p>A caution and last chance reminder is given to the children.</p> <p>If the warning is not heeded and the behaviour continues this will be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break. Cool Off is a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p>The child will be sent to another class/outside classroom space, The Cloud, for 20 minutes with a timer.</p> <p>'Cool Off time' Cool off Classes/space Space outside Y6T-Y4DK Y6D-Y3K</p>	<p>Caution</p> <p>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.</p> <p>"stop, think, make the right choice"</p> <p>"think carefully about your next step"</p> <p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>Last Chance - Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • 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 rules – 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) <p>Cool Off Script</p> <p>Time for Cool Off time now in order for you to be ready/respectful/safe.</p>

Y5W-Y3S
 Y5H-Y4WD
Classroom
 Y4WD-Y3K
 Y4DK-Y3S
 Y3K-Y4WD
 Y3S-Y4DK

On return the child is welcomed back into class. Restorative conversation to happen after the lesson. The children will be sent to their assigned class/space with a 20-minute egg timer – they will be given enough work to complete.

The class teacher receiving the child will only acknowledge the child and give them a space to complete their work – they will not engage in conversation with them. On return, child will then continue with the work that the rest of their class are doing. During the next Break time the children will miss 10 minutes for reflection, repair and restorative conversation.

Parents will be informed by class teacher/ staff member in person at the end of the day or via telephone (if child walks home on their own)

This behaviour **IS** logged on CPOMs as a Negative consequence behaviour – The CPOMs log must include-
 Behaviour
 Negative consequence
 Behaviour sub-category i.e. disrespect
 Parental Communication –in person or phone call- if child is not collected by parent

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?

		<p>*There may need to be a second cool-off time – please repeat the above</p> <p>After 2 x cool off periods in one day the behaviour moves into High Level</p>	
High	<p>High-level - severely disruptive, violent or aggressive behaviours - may include but are not limited to:</p> <ul style="list-style-type: none"> - 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 <p>The ultimate consequence of exclusion from school will only be used in exceptional circumstances.</p> <p style="padding-left: 40px;">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</p> <ul style="list-style-type: none"> ● 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 <p>• In addition, it may be necessary to involve the SENDCO or outside agencies</p> <p>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 <i>Exclusions Policy</i> for clarity</p>	<p>Consequences</p> <p>Communication with parent/ carer</p> <p>A formal meeting with SLT and parents/carers.</p> <p>Weekly behaviour meetings</p> <p>Exclusion</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring Cool off time, a meeting with GR/SLT, class teacher and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have a weekly behaviour report to monitor their behaviour.</p> <p>A serious breach may lead to a fixed term exclusion</p>	Usually dealt with by SLT

Through regular behavior / CPOMs 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 an expectations chart and/or Individual Behaviour Plan. This will normally reflect the whole school approach, but may be broken down into smaller targets-see Appendix 3 and 4

12. Physical Intervention

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. Fixed-term 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. Monitoring and review of school's Respectful Relationships and Behaviour Management Policy

The Headteacher, Deputy headteacher, 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. New staff and supply teachers are informed about current policy. The general behaviour of the children is discussed during SMT 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.

Appendices

Appendix 1: Manners Curriculum

Appendix 2: Record of incident of Restrictive Physical Intervention

Appendix 3: Individual Behaviour Expectations example

Appendix 4: Individual Behaviour Plan example

Appendix 1 Manners Curriculum

St Anne's RC Primary School

Manners Curriculum

Weekly Focus	Key Points
How to say 'Please and thank you'	Sentence starters: Please may I .../Thank you very much for... Use of 'could/would'
How to make eye contact when talking	For talking to other children and adults
How to use a knife and fork	How to hold cutlery How to use a knife and fork to cut food How to use a knife and fork to cut food into
How to eat nicely	Eating with your mouth closed Throwing rubbish in the bin Clearing up after yourself
Body language when talking to someone	For talking to other children and adults
When to use 'Excuse me' How and when to interrupt	How to wait for a pause How to stand when waiting How to use excuse me
How to disagree politely	Sentence starters: I can see how you think that but I think ... I am afraid I disagree with you because ...
How to admit you are wrong	Body language/eye contact Sentence starters: I made a mistake ... I might have got it wrong as now I can see that ...
How to say sorry	Body language/eye contact Sentence starter: I am very sorry xxx for ...
How to shake hands and introduce yourself	Body language/eye contact Sentence starter: Hello. My name is ... I am pleased to meet you ...
What to do when you see an adult in the corridor	Good morning Holding the door open Making space for an adult to walk past
Greeting each other nicely	Good morning ... Hello ... How are you?
How to politely form a queue or a line	Body language Excuse me ... Could I please ... Would you mind stepping back please
How to ask people to be quiet politely	Could you please be quiet, I'm finding it hard to concentrate

Respecting your own and other people's property, especially school property	How to pass books and pencils appropriately to another person How to shut doors How to keep cloakrooms tidy
Good partner talks 1	Body language Eye contact
Good partner talk 2	Voice level Positive praise
Appropriate exclamations	'Oh, my goodness!' 'Wow!'
What to do if you see someone is upset	How to comfort them Ask 'Are you ok?' 'Would you like to talk about what happened?'
How to share	Try not to grab, pull things from other people's hands Say 'Thank you' Sentence starters: Could I borrow that please? Are you sure you have finished? Please may I use....?
How to tidy up	Calmly and quiet manner Ensure other people are finished before taking books Do not grab books Help other people by passing them items from the table Stack chairs quickly and safely Be aware of other people when moving chairs or furniture
How to behave on school trips	Body language Quiet voices Respectful of other people around you Let elderly people or young children have right of way
How to be helpful/help others	Sentence starters: Would you like some help? How can I help?
How to enter another classroom	Knocking on the door before entering. Sentence starters: I am sorry for interrupting your class but ...
How to use appropriate tone and language with different audiences	Think about audience Calm Explain clearly Speak slowly
How to show good sportsmanship	Encourage Shake hands Applaud Thank Congratulate
How to listen actively	Face speaker Nod or smile Think about what is being said Don't interrupt Respect beliefs

How to challenge respectfully	Listen carefully Explain carefully and clearly Don't mock or make fun Keep voice level calm
How to coach in an encouraging way	Support Praise Develop ideas Let them speak and finish Not too obvious
How to celebrate others victories	Praise Applaud Show genuine pleasure
How to be gracious in defeat	Acknowledge win Praise

Appendix 2

Record of incident of Restrictive Physical Intervention (RPI)

Child's name and class:
Time, date and location of incident:
Duration of incident:
What happened?
Circumstances leading up to the incident:
Strategies used to de-escalate the situation:
Staff involved:
Witnesses:
Reasons for using RPI:
Details of holds used:
Details of resolution:
Support provided after the incident (staff and child/ren):
Details of any injury or medical attention required (staff and child/ren):

Head Signature: _____

Teacher Signature: _____

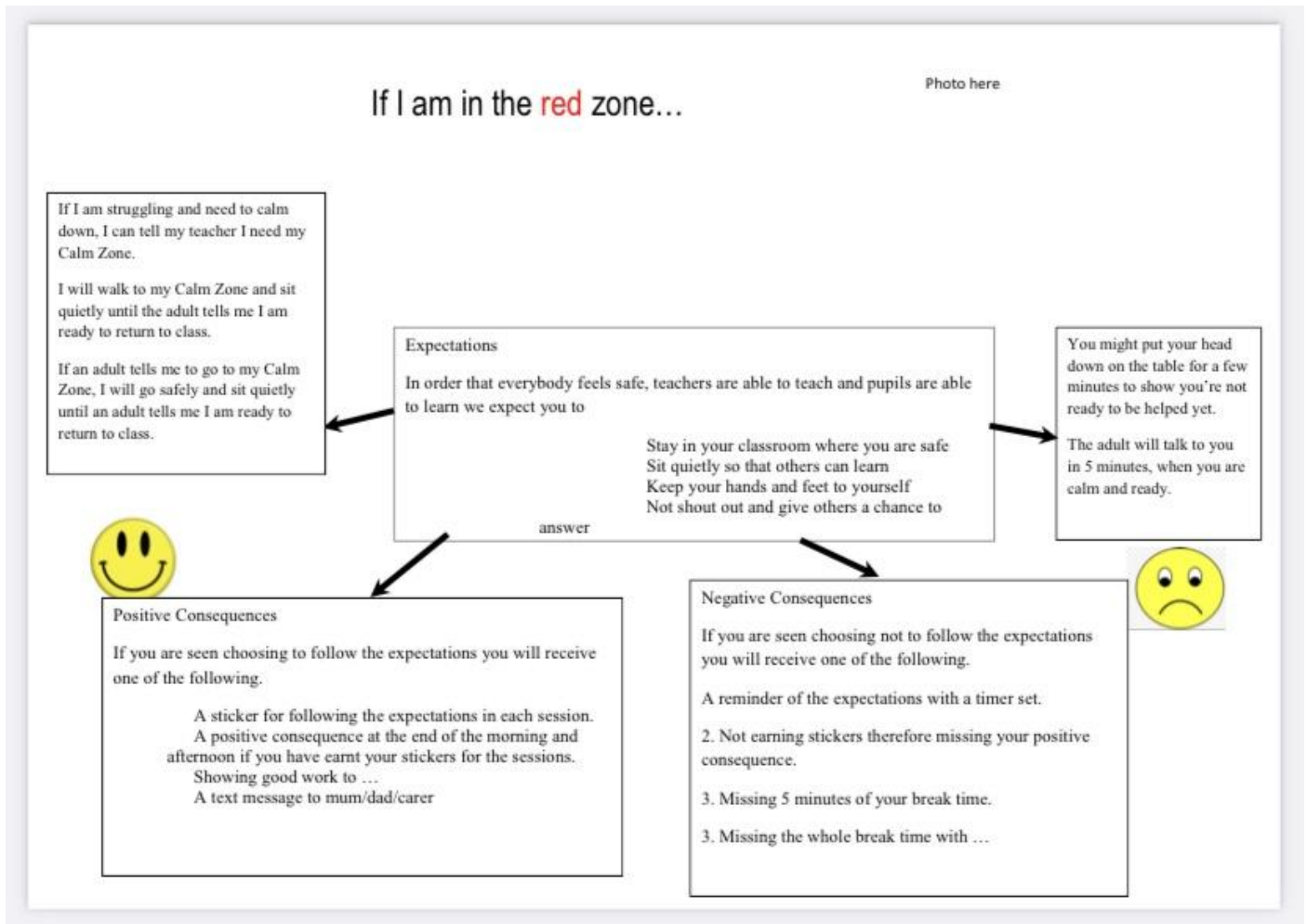
Date: _____

Expectations

In order that everybody feels safe, teachers are able to teach and pupils are able to learn we expect you to

<ul style="list-style-type: none">● Stay in your classroom where you are safe	
<ul style="list-style-type: none">● Sit quietly so that others can learn	
<ul style="list-style-type: none">● Keep your hands and feet to yourself	

Appendix 4 – Individual Behaviour Plan



Negative Behaviour Consequences at St Anne's

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.

At St Anne's, 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.

At St Anne's we have a very clear Negative Consequence Chart, which all pupils, staff and parents are aware of:

St Anne's RC Primary School Negative Consequence Chart			
	Behaviour	Negative Consequence	Consistent Calm Adult Script
Low	<p>Low level disruptive behaviours may include but are not limited to:</p> <ul style="list-style-type: none"> - 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 	<p>Teacher will monitor behaviour in class using the Consistent Calm Adult Script – Reminder, Caution, Last chance Time is always given for Repair.</p> <p>The behaviour is NOT logged on CPOMs</p> <p>Any persistence of low level behaviours will move into the mid-level</p>	<p>1) Redirection / Reminder Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - 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.</p> <p>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"</p> <p>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</p> <ul style="list-style-type: none"> • 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 rules – 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)

			<ul style="list-style-type: none"> • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positives)
Mid	<p>Mid-level disruptive behaviours -may include but are not limited to: Persistent low-level behaviours (x 3 in one session)</p> <ul style="list-style-type: none"> - Not listening to adults or refusal to follow instructions - Unsafe behaviour - Breaking agreed use policy and/or intentionally viewing unsuitable materials on the internet - Consistently shouting out - Distracting others - Hands and feet - Misuse of equipment - Refusal to co operate - Verbal aggression towards a peer or adult - Swearing or abusive language - Threatening / aggressive behaviour <p>For the Following behaviours children will be sent immediately for cool off time</p> <ul style="list-style-type: none"> -Verbal aggression- including swearing or abusive language -Deliberate refusal 	<p>A caution and last chance reminder is given to the children.</p> <p>If the warning is not heeded and the behaviour continues this will be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p> <p>Cool Off is a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p>The child will be sent to another class/outside classroom space, The Cloud, for 20 minutes with a timer.</p> <p>‘Cool Off time’ Cool off Classes/space Space outside Y6T-Y4DK Y6D-Y3K Y5W-Y3S Y5H-Y4WD Classroom Y4WD-Y3K Y4DK-Y3S Y3K-Y4WD Y3S-Y4DK</p> <p>On return the child is welcomed back into class. Restorative conversation to happen after the lesson.</p> <p>The children will be sent to their assigned class/space with a 20 minute egg timer – they will be given enough work to complete.</p>	<p>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.</p> <p>Last Chance - Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • 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 rules – 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) <p>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.</p> <p>Restorative/Repair Conversation 5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • 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?

		<p>The class teacher receiving the child will only acknowledge the child and give them a space to complete their work – they will not engage in conversation with them. On return, child will then continue with the work that the rest of their class are doing. During the next Break time the children will miss 10 minutes for reflection, repair and restorative conversation.</p> <p>Parents will be informed by class teacher/ staff member in person at the end of the day or via telephone (if child walks home on their own)</p> <p>This behaviour IS logged on CPOMs as a Negative consequence behaviour – The CPOMs log must include- Behaviour Negative consequence Behaviour sub-category i.e. disrespect Parental Communication –in person or phone call- if child is not collected by parent</p> <p>*There may need to be a second cool-off time – please repeat the above After 2 x cool off periods in one day the behaviour moves into High Level</p>	
<p>Hig h</p>	<p>High-level - severely disruptive, violent or aggressive behaviours - may include but are not limited to:</p> <ul style="list-style-type: none"> - 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 <p>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</p>	<p>Consequences Communication with parent/ carer</p> <p>A formal meeting with SLT and parents/carers.</p> <p>Weekly behaviour meetings</p> <p>Exclusion If a child has three or more incidents in a week (or regular incidents) requiring Cool off time, a meeting with GR/SLT, class teacher and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have a weekly behaviour report to monitor their behaviour.</p> <p>A serious breach may lead to a fixed term exclusion</p>	<p>Usually dealt with by SLT</p>

	<p>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</p> <ul style="list-style-type: none"> ● 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 <p>• In addition, it may be necessary to involve the SENDCO or outside agencies</p> <p>After 2 periods of Internal exclusion Or for repeated high level behaviours –a longer period of exclusion may be necessary or appropriate- this is likely to be between 2-5 days 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.</p>		
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