



NET Relationship (Behaviour) Policy

Policy Number – 33

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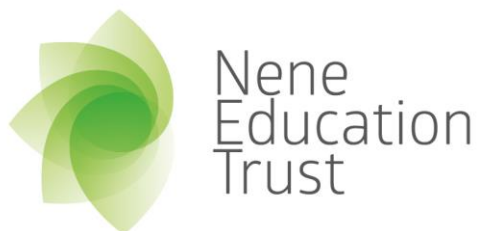
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1	New policy – overarching policy for school behaviour policies	9 June 2022

This policy is written in line with the Christian values and ethos of our school.

“Let Your Light Shine” Matthew 5:16.



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1 Introduction

- 1.1 Nene Education Trust ("the Trust's) Relationship (behaviour) Policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education across its schools. Through work, world and wellness we will raise aspirations and develop character in a positive environment. Good behaviour and self-discipline leads to effective learning and helps prepare our children and young people for their lives beyond the school gate.
- 1.2 We understand as a Trust community that our role in promoting and supporting appropriate behaviour is based upon building and managing consistent positive relationships, however managing conflict can be challenging and so this document aims to set out procedures to be followed to minimise what can be a difficult process.
- 1.3 Health and wellbeing are everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have. The Trustees of the Nene Education Trust take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:
- effective line management, a commitment to reducing workload, a supportive and professional working environment, staff wellbeing sessions and use of the Teacher Support Line - telephone number 08000 562561 or website www.teachersupport.info
- 1.4 This policy outlines the high behavioural standards the Trust expects from all our pupils and sets out the consequences that will follow if this policy is not adhered to. This policy will be reviewed annually by the Board of Trustees.

2 Aims and Objectives

By setting high standards of expected behaviour, the Trust and its schools aim to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

- 3.1 This policy applies to all members of the Trust community. Each school within the Trust will apply consequences within this policy for behaviour that takes place both inside and outside of school premises where it is reasonable to do so, for example if allegations of bullying taking place outside of school hours are reported to the school.
- 3.2 When deciding whether it would be reasonable to impose a consequence for poor behaviour outside of the school, staff will consider:
- 3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
 - 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or Trust.

4 Roles and Responsibilities

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

4.1 Board of Trustees

The Trustees will work with the Central Team and each respective school's Senior Leadership Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Principals to account for its implementation. Trustees will ensure that they and Local Advisory Board (LAB) members receive relevant training on exclusions, behaviour and discipline at least every two years.

4.2 The Chief Executive Officer (CEO)

The CEO will ensure that this Relationships Policy is applied consistently across the schools within the Trust and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Local Advisory Board (LAB)

Local Advisory Board members in each school will review and monitor the application and implementation of this policy by receiving regular reports from the school Principal on behavioural consequences and support put in place for pupils at the respective school. LAB's will scrutinise relevant data, review relevant exclusion decisions and act as a point of challenge for decisions taken by the Principal.

4.4 Principal

The Principal, with support from their respective Senior Leadership Team (SLT), will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Principal will monitor how staff implement this policy to ensure rewards and consequences are applied fairly and consistently. The Principal will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- apply this policy fairly, proportionately, and without discrimination, considering SEND as well as the additional challenges that some vulnerable pupils may face;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- record incidents of poor behaviour and any given consequences on Arbor. Repeated behaviours that are out of character for a pupil should also be recorded on My Concern;
- provide praise, rewards and reinforce positive behaviour;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole Trust community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and consider designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- if age appropriate set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents/Carers

Parents (by parents, we mean parents/carers) play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- sign the home school agreement when their child starts at any Trust school;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend parents' evenings and discussions about their child's progress, if reasonably possible;
- in the case of permanent exclusion, provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.7 Pupils

The rights and responsibilities of pupils are set out at in Appendix 1 of this policy along with a list of the individual school expectations (Appendix 2) to which all pupils must adhere. Reminders of the school rule/expectations and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The Trust community believes that it is important to encourage good conduct throughout the school by noticing, celebrating and rewarding positive behaviour.

St. Peter's CE Academy's reward system is listed in Appendix 3.

6 Consequences

- 6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them, the school will impose consequences (also known as 'disciplinary penalties'). All consequences will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.
- 6.2 The particular level of consequence will depend on the severity and regularity of the behaviour.
- 6.3 Each school uses a range of consequences in response to incidents of poor behaviour. These may include:
 - verbal reminder;
 - requiring a written apology;

- confiscation of a pupil's property;
- time to reflect at break / lunchtime /after school (this may include catching up on missed work);
- extra work or repeating unsatisfactory work until it meets the required standard;
- school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; removing graffiti or mending damaged property;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
- asking the student to leave a class or group and directing the student to an identified safe space;
- internal exclusion;
- seclusion/isolation to complete tasks set supported by staff;
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring;
- education off-site for a designated period;
- suspension or permanent exclusion.

St. Peter's CE Academy's steps for Managing Poor Behaviour Choices are listed in Appendix 4.

- 6.4 School staff aim to work in cooperation with parents to understand the reasons behind changes in their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. The Trust recognises the importance of effective home-school communication and will endeavour to communicate with parents regarding students' behaviour when necessary. When a consequence is imposed, parents will be informed.
- 6.5 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.6 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's Safeguarding Policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.7 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions:
- verbal abuse to staff and others;
 - verbal abuse to pupils;
 - physical abuse to/attack on staff;
 - physical abuse to/attack on pupils;
 - any form of bullying (to the extent not covered above);
 - indecent behaviour;
 - damage to property;

- gambling on school property;
- recording or taking images of pupils or staff without their express consent;
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including “legal highs”;
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- child on child sexual violence and sexual harassment;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school consequences and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules (see Appendix 1).

6.8 Permanent exclusion will only be used as a consequence of last resort, in response to a serious breach, or persistent breaches, of this Relationship (Behaviour) Policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil, or others, in the school. The school will follow the DfE statutory guidance on exclusions when taking a decision to exclude, either on a suspension or permanent basis.

7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning, which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The Trust is aware that continuous disruptive behaviour can be a result of communicating unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The Trust is conscious of its legal duties, under the Equality Act 2010, in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability, compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability, than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

7.3 Individual Behaviour Plans and/or Pastoral Support Plans and/or Individual Provision Maps will be used for children with SEND whose condition causes them to display behaviour that challenges, and advice will be sought from external agencies, where

necessary, to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Trust's Special Educational Needs Policy for more information.

8 Investigating Incidents

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary schools, pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary schools, pupils who have witnessed the behaviour may be asked to provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.
- 8.2 The Trust uses Close Circuit Television ("CCTV") within its premises. One reason why the Trust uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a consequence. Please see the Trust's CCTV Policy and privacy notices for more information.
- 8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to conclude on the balance of probabilities.
- 8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search.
- 9.2 Staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school code of conduct and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate, a member of staff may retain or dispose of a pupil's property as a consequence and are protected from liability for damage to, or loss of, any confiscated items.
- 9.3 A teacher, or someone who has lawful responsibility of the child, can search a pupil **with their consent**, to look for any item banned by the school rules. Pupils must be first

asked to empty pockets and bags themselves. If the pupil refuses to give permission the school may impose a consequence for failing to follow a reasonable instruction.

9.4 The Principal, and other members of staff authorised by them, have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- "legal highs";
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that have been or could be used to commit an offence or cause harm.

9.5 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.6 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable.

9.7 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

10 Use of reasonable force

10.1 The Trust strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Principal has given the responsibility to be in charge) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

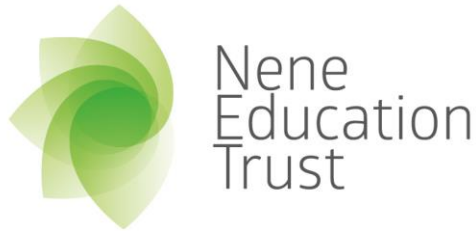
10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down, such as using communication skills, distraction techniques and removing triggers, may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

- 10.4 All incidents where pupils need to be held to help them to calm down will be securely recorded, any Individual Behaviour Plans and/or Pastoral Support Plans and/or Individual Provision Maps reviewed and parents will be informed as a matter of course.

11 Bullying

- 11.1 The Trust will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying (see NET Anti-Bullying Policy). Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 The Trust wants to make sure that all pupils feel safe in school and are accepted into the Trust community. The Trust's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this Relationship (Behaviour) Policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Trust practices a preventative strategy to reduce the chances of bullying, and the Anti-Bullying Policy is instilled in the Trust's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in a consequence for the action.
- 11.4 If an allegation of bullying does come up, the respective school will follow the NET Anti-Bullying Policy guidance and:
- take it seriously;
 - investigate as quickly as possible to establish the facts;
 - record and report the incident; depending on how serious the case is, it may be reported to the Principal;
 - provide support and reassurance to the victim;
 - make it clear to the perpetrator that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
 - discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
 - ensure that if a consequence is used, it will correlate to the seriousness of the incident and the perpetrator will be told why it is being used;
 - consider whether suspension or exclusion is appropriate in light of the circumstances.
- 11.5 The Trust believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its schools. Where a member of staff has



reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the Trust community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report, an investigation will follow, during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation, this could lead to an adverse decision taken against the pupil.

12 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Principal in accordance with the Trust's Complaints Policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusion's guidance will be followed.

Appendix 1 – Rights and Responsibilities of Pupils

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any consequences that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

School Code of Conduct

- 1 Attend the school and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
- 2 Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.
- 3 Keep your appearance smart and tidy, and wear specified uniform as set out in the Trust's Uniform Policy at all times to and from the school.
- 4 Follow the school's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.
- 5 Do not use rude, derogatory, racist or defamatory language.
- 6 Do not bully, belittle, or intentionally harm other pupils or staff.
- 7 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
- 8 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
- 9 Complete school work and homework on time and to the very best of your ability.

- 10 Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.
- 11 Take care of school equipment.
- 12 Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the school site in accordance to specific instructions).
- 13 Meeting expectations around sneezing and coughing including adhering to the "catch it, bin it, kill it" policy
- 14 Do not spit or cough in the vicinity of, or deliberately at another pupil, staff member or any other person within the school.
- 15 Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.
- 16 Report to the school office if you arrive late, feel unwell or need to leave for an appointment. Particularly by notifying your teacher or the school office if you begin to experience symptoms of Covid-19 namely: a high temperature, a new continuous cough or loss or change to your sense of smell or taste.
- 17 Stay on the school premises at break and lunch time, (exceptions e.g. unless they have a written, signed permission slip) including adhering to instructions relating to the areas you can be in during break and lunch time.
- 18 Do not bring into the school under any circumstances:
 - alcohol and drugs including "legal highs";
 - e-cigarettes, cigarettes, matches, and lighters;
 - chewing gum;
 - weapons of any kind or instruments/substances intended to be used as weapons;
 - material that is inappropriate or illegal for children to have such as racist or pornographic material;
 - mobile phones/other non-authorized electric devices;
 - any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Appendix 2 – School Behaviour Expectations

At St Peter's CE Academy, we develop children's character through learning and following the 'St. Peter's Way'. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, thankful and who put others before themselves.

The 'St. Peter's Way' is based on the DFE guidance (2022) 'Behaviour in Schools', the EEF guidance (2021) for 'Improving Behaviour in Schools' 2021 and Paul Dix's book, 'When the Adults Change, Everything Changes'.

3 Simple Behaviour Rules

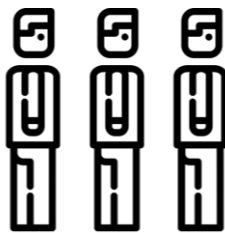
We follow 3 simple behaviour rules for all children and adults to follow. These are:

- **Ready**
- **Respectful**
- **Safe**

Relentless Routines

We have 4 routines we follow as a whole school to demonstrate our 3 simple rules. These are:

Lovely Line Ups



Same order, every line
Face front
Stand quiet
Hands to self

Legendary Lunch times



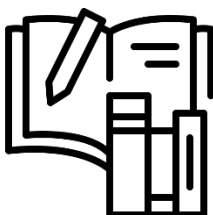
Walk in, walk out
Sit and eat sensibly
Quiet voice
Good manners

Terrific Transitions



Teacher led line up
No fuss
Stand / move quietly

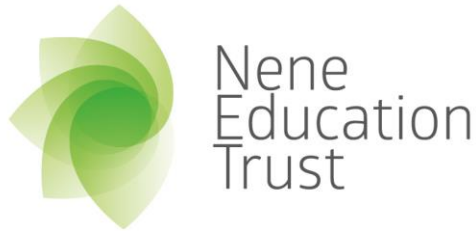
Brilliant Books



Front cover of books
No graffiti or doodling.
No dog ear books.

Handwriting
Write neatly – take pride in your work.
Use the correct handwriting style.
Good mistakes – single line correction.

Sticking
Pages stuck in correctly.



Appendix 3 – School Rewards and Recognition Boards

Positive behaviour is promoted daily throughout the school by all staff. Students will be praised for following our 3 simple rules as well as demonstrating our Christian vision and values.

We use a range of strategies to reward positive behaviour. These include:

- Merits
- VIP (Values in Practice) for the day
- Stars of Week certificates
- Stars of the Term certificates
- Raffle tickets (for reading at home)
- TT Rockstars certificates (linked to homework)
- Spellzone certificates (linked to homework)
- Phone calls home
- Special responsibilities and privileges

Recognition Boards

Class teachers may choose to use a recognition board in their class to promote students who demonstrate the behaviour focus for the class. When the class teacher observes the child demonstrating the behaviour well, their name is added to the board.

Appendix 4 – Managing Poor Behaviour Choices (Sanctions)

Instances of unacceptable behaviour are taken seriously and dealt with immediately. The Senior Leadership Team (SLT), will regularly review all reported incidents to help identify pupils whose behaviour may require additional support. This will also allow for identification of developing whole school trends/needs.

After an initial incident of poor behaviour, the following sanctions will be implemented. Staff will ensure they give children 'take up time' between each step and phase so that it is age and stage appropriate.

Staff will, in the moment, remind pupils of expectations and calmly verbalise the desired behaviour or correction. This is to maintain clear boundaries and reinforce expectations.

4-Step Sanctions

We follow 4 simple sanctions when a pupil demonstrates unacceptable behaviour.

Step	Action
1. Reminder	A reminder of the 3 simple rules – Ready, Respectful, Safe. This reminder will be delivered privately, where possible.
2. Caution	A clear, verbal caution, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. This caution will be delivered privately, where possible. Adult to use the phrase, "Think carefully about your next step."
3. Reflection	<p>The last chance. This message is delivered privately. The class teacher will ask the pupil to stay behind after the lesson to reflect on their behaviour choices and to engage with positive behaviour. This cannot be removed, reduced or substituted.</p> <p>The class teacher will speak to the pupil first. If behaviour does not improve, the adult can refer the pupil to a member of SLT, if required.</p>
4. Reset and Repair	<p>Time out for a short time outside of the room, or removal from the playground/field, to calm down. The student will speak to an adult, or a member of the SLT to investigate what has happened. The pupil will be encouraged to look at the situation from a different perspective and compose themselves.</p> <p>A restorative conversation will take place with a member of staff or the SLT.</p>

Serious Unacceptable Behaviour

In the event, that a pupil's behaviour is deemed unsafe or constitutes 'serious unacceptable behaviour,' the following process should be applied.

SLT Actions

- Where deemed necessary, the pupil will be removed from the classroom. The Vice Principal/Principal will determine the length of the period the pupil will remain out of class. This may be used so that an adult can support co-regulation.
- SLT will consider if removal of breaktime and lunchtime on that day or subsequent day(s) is required or whether time away from the classroom should be used for a fixed term to refocus.
- The senior member of staff will also review the pupil's Arbor chronology to identify whether the behaviour is a one-off incident or developing into a pattern/need.
- Where deemed necessary, the senior member of staff will inform the pupil's parents and invite them to discuss the incident and consequences.
- Dependent upon the identified severity of the serious unacceptable behaviour, the Principal will consider whether it is reasonable and proportionate for the pupil should receive a 'suspension' for a fixed term, and will determine the length of the 'suspension' or whether an exclusion is appropriate.
- All serious behaviour incidents will be recorded on Arbor.

SLT Actions Following Repeated Incidents of Serious Unacceptable Behaviour

Following repeated incidents of unacceptable behaviour, the following sanctions may be implemented:

- Where a pupil is identified as having SEMH-related difficulties or SEND, additional support will be put in place, for example; counselling, Early Help/family support, therapeutic services, signposting to external service (including GP).
- A Behaviour Support Plan will be created to outline the necessary provisions in place, targets and desired behaviours.
- The SLT will consider whether time away from the classroom should be used for a fixed term to refocus.
- The Principal will consider whether the pupil should receive a 'suspension' for a fixed term, and will determine the length of the 'suspension'.

Following further incidents of unacceptable behaviour, the following sanctions may be implemented:

- All professionals/parents/carers involved with the child, may meet to discuss further support that could be implemented to address unacceptable behaviour.
- A managed move to another local setting will be considered/discussed with all stakeholders.
- The Principal, will consider whether the pupil should be excluded.