



*Creative  
Education  
Trust*

## **Behaviour for Learning Policy**

This policy covers all Creative Education Trust academies and should be read in conjunction with the individual behaviour management procedures for each academy. These procedures for Thistley Hough Academy are set out in Appendix One of this overarching policy.

### **Principles and Purpose**

In order to achieve the aims of a Creative Education Trust Academy and to enable effective teaching and learning to take place so that pupils are able to achieve their potential, excellent attitudes to learning and good behaviour are essential.

The philosophy of Creative Education Trust is based on inclusive principles. Creative Education Trust recognises its duties under the Equality Act 2010. Its academies actively foster an ethos of discipline and mutual respect between pupils, between staff and pupils, and positive relationships with parents. They monitor actions taken to reward good behaviour and sanctions for unacceptable behaviour to help ensure that any prejudice is tackled.

Excellent attitudes to learning and good behaviour are dependent on strong leadership and high expectations from the Headteacher/Principal and all members of staff. Creative Education Trust expects a consistent approach to behaviour management from all adults in each of its academies.

This policy is compliant with the following DFE Guidance/Advice:

- 'Behaviour In Schools – Advice for Headteachers and school staff' (September 2022):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)
- Suspension and Permanent Exclusion Guidance (May 2023):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1162401/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_May\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1162401/Suspension_and_permanent_exclusion_guidance_May_2023.pdf)
- Searching, Screening and Confiscation – Advice for Schools (July 2022):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)
- Use of Reasonable Force in Schools (July 2013):  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- Keeping Children Safe in Education 2023:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2023\\_-\\_statutory\\_guidance\\_for\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)

The Academy seeks to achieve good behaviour and discipline by:

- Promoting self-esteem, self-discipline, resilience, regard for authority, well-being and positive

September 2023

- relationships based on mutual respect
- A consistent and fair approach to both positive and negative behaviour
- Ensuring clear expectations of behaviour
- Ensuring that behaviour consequences are understood and by the teaching of good behaviour
- Promoting early intervention
- Staff development and support through CPD and INSET days (behaviour management is part of the new teacher induction programme)
- Offering pupil support (peer mentors, study buddies)
- Liaising with parents and other agencies

## **Teaching and Learning**

The teaching of good behaviour is done both explicitly and implicitly. Respect, politeness, punctuality, conflict resolution and conflict avoidance are implicitly taught and modelled on a daily basis. There are also aspects of behaviour that are taught through explicit curriculum areas.

Creative Education Trust fully understands that better teaching typically leads to better behaviour. Disruption in lessons is frequently the result of pupils not being properly engaged in purposeful learning. Dealing with behaviour problems is primarily the responsibility of teaching staff themselves.

Where intervention is necessary, each academy has its own staged approach to managing classroom behaviour, beginning with the classroom teacher and escalating to senior leadership as required (see Appendix One for details).

## **Behaviour Expectations**

The Trust's academies will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The academies will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. The aim of each academy is to encourage a positive behaviour culture that will create a calm and safe environment which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely to be associated with particular types of SEND.

Where appropriate, academies will consider poor behaviour in relation to a pupil's SEND and will take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices. Patterns of challenging behaviour will be flagged to the SENCO for investigation.

## **Rewards**

Creative Education Trust recognises that praise is more effective than punishment and that positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Positive recognition includes:

- a) praise (oral and written)
- b) individual rewards including team or house points
- c) note in planner/homework diary
- d) messages home by text, phone or in writing, such as praise postcards
- e) certificates

- f) displays of good work
- g) praise assemblies and prize draws.

## **Support**

In addition to applying sanctions (see below), academies provide support to enable pupils to improve their behaviour. Examples of support are outlined below though this list is not exhaustive.

- Targeted discussion with staff member
- Meeting with parents
- Restorative justice conversations
- Home visits
- Booster classes
- Movement breaks
- Adjustment to seating plans
- Staff mentoring
- Peer mentoring
- Counselling
- Positive report
- Use of alternative provision
- Pupil Referral Unit
- Encouraging volunteering within or outside of the community
- See Appendix One for more detail

Academies also work positively with external agencies and will seek support from them to ensure that the needs of all pupils are met.

The Trust recognises that changes in behaviour may be an indicator that a pupil needs help or protection. Academies will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, academies will follow Safeguarding and Child Protection procedures.

## **Sanctions**

Teachers have a statutory right to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Sections 90 and 91 of the Education and Inspections Act 2006). This power applies to all paid staff with responsibility for pupils. However, taking disciplinary action and providing appropriate support are not mutually exclusive actions. Where possible academies will facilitate them at the same time.

Teachers and other paid staff can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline pupils, in line with this policy, when a pupil's misbehaviour occurs outside school when the pupil is:

- taking part in any school-organised or school-related activity

- travelling to or from school
- wearing school uniform
- in some way is identifiable as a pupil at the school

or at any time, regardless of whether the above conditions apply, when the misbehaviour:

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

All punishments must be consistent, reasonable, proportionate and in accordance with the Academy's duties under the Equality Act 2010. The pupil's age and any special educational needs or disability will be considered.

Allegations of bullying are dealt with under the anti-bullying policy.

Academy staff will consider each incident individually and recognise that a variety of responses will be necessary to deal with incidents. They will consider very carefully the implications of any action staff may take. In general, all staff are able to impose the sanctions detailed in this policy with the following exceptions.

- Only the Principal/Headteacher, (or someone acting as Principal/Headteacher), may exclude a pupil from the Academy.
- Only the Principal/Headteacher or a delegated member of staff may remove a pupil from the classroom.

Whilst we promote a positive environment, sanctions are needed as consequences for inappropriate behaviour. When poor behaviour is identified, a fair investigation will take place and sanctions are to be implemented consistently and fairly in line with the policy.

Sanctions include:

- Warnings - oral and written
- Communication home
- Moved to another lesson
- After school detention
- Removal from classroom
- On report
- Community service
- Suspension
- Loss of privileges
- Permanent exclusion

For more information about suspensions and permanent exclusions, please see the Trust's Exclusion Policy.

## **Detentions**

A detention is a commonly used sanction, often used as a deterrent against future misbehaviour. The

headteacher can decide which members of staff can issue detentions. Please see Appendix One for details of these arrangements at Queen Eleanor Academy.

Detentions may be set at the following times:

- Before or after official school start and finish times
- Any school day when the pupil does not have permission to be absent
- Teacher training days

Teachers may keep pupils in during their lunch break. Pupils will be allowed a reasonable time to eat, drink and use the toilet.

Academies will always endeavour to give parents notice of a detention on the day or the day before it is to take place. When setting detentions, teachers will always take into consideration whether or not a pupil has the means to return home safely and any special or medical needs which they may have. Notice will often not be given for a short conversation after school about behaviour or any other school- related issues. Please note that parental consent is not required for detentions to take place.

### **Removal from Classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. When a pupil is removed from the classroom they are still able to work and learn under close supervision. Removal from the classroom should only be used when necessary and once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. Appendix One sets out the details of the length of time that it is appropriate for a pupil to be in removal/'reset' for, and the process for reintegrating the pupil back into lessons.

Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Staff must allow a reasonable time for pupils who have been removed to eat, drink and go to the toilet.

### **Use of mobile phones**

See Appendix One.

### **Use of social media**

Provisions of this policy apply to all forms of social media and they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

The use of social media is prohibited in the following circumstances:

- damage is caused to the school or its reputation even indirectly;

- use that may defame school staff or any third party;
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties;
- false or misleading statements;
- use that impersonates staff, other pupils or third parties;
- expressing opinions on the school's behalf;
- using school logos or trademarks.

Misuse of social media should be reported to Elliot Aldridge and will result in disciplinary sanctions.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

## **Drugs**

The Trust operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The policy on drugs applies to all academies and academy related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Academies will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and academies will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with this policy. The sanction is likely to include suspension or permanent exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to exclusion, which may be permanent. Sometimes, it will also be necessary to involve the police.

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the DfE. Similarly, any drugs related paraphernalia such as needles will be disposed of in a prudent manner.

Usually the Academy will inform parents/carers when their child has been found to be involved in drugs. However, where there are potential child protection issues the Academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## **Search and Confiscation**

All Trust academies follow the DfE guidance: Searching, screening and confiscation – advice for headteachers, staff and governing bodies. The Trust recognises that a teacher has the right to search without consent for 'prohibited items' (section 94 of the Education and Inspections act 2006). Prohibited items are:

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- any article that the member of staff 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).

Headteachers/principals and authorised staff can also search for any item banned by the school rules.

When a search is thought to be necessary there will be an assessment of how urgently it needs to be carried out considering any risk to pupils and staff. The pupil to be searched will be told why they are being searched and informed as to how and where the search will take place. The pupil will be given an opportunity to ask questions. Where a search takes place with consent, the member of staff conducting the search should ensure that the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable for another member of staff to be present and/or the member of staff is of the opposite sex. The Academy will always endeavour to have a member of staff who is of the same sex as the pupil present and an additional member of staff present as a witness to the search for safeguarding purposes.

The headteacher/principal will ensure that there are sufficient staff who are trained in how to lawfully search a pupil. The DSL will be informed of any searching incidents where a member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and all searches will be recorded. If a search revealed a safeguarding risk, the DSL will be involved without delay.

Only staff members authorised by the headteacher/principal may carry out searches without consent.

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Where an item prohibited by this policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if they think that there is a good reason to do so. For this purpose, the member of staff has a good reason if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. In cases where staff are advised, or suspect, that the mobile device contains youth-produced sexual imagery, they must follow the advice in this regard issued by CET's Director of Safeguarding/the Designated Safeguarding Lead.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline, even if it is not found as a result of a search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Weapons, knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the Academy to

decide if and when to return a confiscated item. Please note that staff have an obligation to inform the police of any illegal item brought into school.

### **Police searches/questioning and the requirement for an appropriate adult to be present**

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes

PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The Designated Safeguarding Lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS.

If having been informed of the vulnerabilities, the Designated Safeguarding Lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned<sup>1</sup> before being questioned about an offence<sup>2</sup>, or asked further questions if the answers they give provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

#### **The appropriate adult' means, in the case of a child:**

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
  - a. a police officer;
  - b. employed by the police;
  - c. under the direction or control of the chief officer of a police force; or
  - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

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<sup>1</sup> The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

<sup>2</sup> A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.



Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

## **Use of reasonable force**

Detailed guidance about the use of reasonable force is included within CET's Physical Restraint Policy. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Whenever a member of staff uses force, this must be recorded in the Academy's behaviour record and the parent must be informed.

## **Malicious allegations against staff**

The Trust takes every allegation against staff members seriously. In the event that a pupil makes a malicious accusation against any member of staff, teaching or non-teaching, and which following investigation is proven to be unfounded, the headteacher/principal will apply relevant sanctions and/or support in line with the policy and the Trust's Exclusion Policy. As a minimum, the parents will be invited into the Academy to discuss the matter. The pupil will be referred to the SENCO who will assess if he/she may need support in terms of safeguarding and mental health.

## **Roles and Responsibilities**

### **Parents/Carers**

The Trust values the support of parents to maintain good behaviour and excellent attitudes to learning. Academy staff will be proactive in communicating with parents about pupils' behaviour. The role of parents is crucial in helping schools develop and maintain good behaviour. They will be encouraged to work in partnership with the academies to assist in maintaining high standards of behaviour and in supporting this policy.

### **Pupils**

Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

The Trust recognises that some children will need additional support. Children with special educational needs will be identified through the Academy's SEND screening system. The Academy follows the SEND Code of Practice and has a staged intervention process.

The designated safeguarding lead will maintain a list of pupils whom the Academy has identified to be at potential risk and ensure that relevant staff are made aware of these pupils and that they are monitored closely. Many of these children will be looked after children (LAC) or have special educational needs or disabilities (SEND).

### **Staff**

All staff are responsible for developing a calm and safe environment for pupils, establishing clear boundaries of acceptable pupil behaviour and ensuring that the policy and procedures are followed consistently. All staff have responsibility for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The majority of unacceptable behaviour will be dealt with quickly by teachers or support staff in the classroom or around the Academy. There will be occasions when staff will need a greater level of

support. When this is the case, staff will enlist the support of pastoral and senior staff as appropriate.

All staff will be introduced to the Academy's behaviour management processes as part of their induction and provided with on-going training and support as part of the Academy's professional development programme.

### **Governors/Trustees**

Governors/Trustees establish this policy for the promotion of good behaviour and it will remain under review. Governors/Trustees will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.

### **Headteachers/Principals**

Headteachers/principals will be responsible for the implementation and day-to-day management of the policy and procedures. This will include ensuring arrangements are made for the induction of pupils into the behaviour system, and the making known of rules, routines, sanctions and rewards. The headteacher/principal will also ensure that appropriate arrangements are made for the re-integration of pupils further to periods of suspension.

Headteachers/principals will take appropriate measures to prevent child-on-child abuse and to respond to it when it does occur, having regard to the CET anti-bullying policy. The headteacher/principal will make all staff aware of the statutory guidance contained or alluded to within, Part 5 of *Keeping Children Safe in Education*, so that they can adequately safeguard pupils when responding to allegations of child-on-child abuse involving sexual harassment or sexual violence, or when pupils report bullying via the non-consensual sharing of youth-produced sexual imagery.

Support for staff faced with challenging behaviour is also an important responsibility of the headteacher/principal and staff will be provided with regular training.

### **Monitoring and evaluation**

Every Trust academy keeps written records of all significant behaviour incidents, and these are reported at each Academy Council or Academy Improvement Board meeting as part of the Academy report. Academy Council/Academy Improvement Board members evaluate behaviour at every meeting, providing challenge and support to the Academy's senior leaders to help them achieve consistent good behaviour and excellent attitudes to learning.

## **Behaviour for Learning Policy**

### **Queen Eleanor Academy**

#### **Rationale**

At Queen Eleanor, we believe that excellent behaviour is not only a requirement for great progress, but that it is an entitlement for all students who attend the Academy to have access to high quality teaching and learning that is not hindered by poor behaviour. The Academy is a vibrant community that intends to celebrate the lives and positive contributions of all students.

As such, we expect that every member of the Academy is committed to being a positive, contributing member of our community, by following our rules, embracing our values and expectations. Establishing a positive culture and ethos is fundamental, this creates a learning environment that enables all members of the community to reach their full potential. Our culture and ethos are underpinned by the values of Resilience, Courtesy, Integrity, Endeavour, Pride and Collaboration.

Staff will challenge behaviour that does not meet the expectations we have of our students. We ask that parents and carers work in partnership with us to ensure their children can successfully abide by these rules and expectations. We appreciate that young people may make mistakes and when such occasions arise, we support students to reflect upon their behaviour enabling future success.

Our values, rules and expectations will be shared and adopted by students upon joining the Academy. Where necessary students will be firmly reminded of expectations within the Academy. Due to the pastoral support given we aim to ensure that students will become confident, resilient learners, and are prepared to go out into the world as successful young adults.

## **Relationships and Behaviour Policy**

This document should be read in conjunction with the CET Behaviour for Learning Policy and CET Anti-Bullying Policy.

At Queen Eleanor Primary Academy, we believe that positive relationships is the golden thread that is at the heart of all we do. Where exemplary behaviour should be the outcomes of positive, consistent and defined relationships between staff and children.

We are committed to creating a safe, well ordered, positive and supportive emotionally predictable environment that enables and fosters learning, developing self-control, respect and appreciation of others. The children feel secure in the knowledge that approaches to their behaviour will be consistent and fair.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe'.

#### **Intent**

Our Relationships and Behaviour Policy ensure that within a framework of expectations, routines, rights and responsibilities, we encourage, teach, model and co-regulate children to form positive relationships. Which in turn, allows teachers to teach and pupils to learn. To create a culture of exceptionally good behaviour; for learning, for community and for life.

## Principles

- We, as the adults, always model calm, controlled and caring behaviour to ensure that all children are treated fairly, shown respect and to promote good relationships.
- Our attention as adults is focussed first on those children who are behaving well, giving formal recognition to children going 'above and beyond'.
- We foster the belief that there are no 'bad' children, just 'bad' choices
- Promote self-esteem and self-discipline
- To give children attention and sense of importance for good conduct.
- To co-regulate and support children to self-regulate and be responsible for their own behaviour.
- We make our expectations explicit through clear routines – we teach it, model it and rehearse it.
- To build a community which values integrity, courtesy, collaboration, resilience, pride and endeavour.
- To improve community cohesion through improved relationships.
- To ensure excellent behaviour is celebrated and normalised 'this is how we do it here'.

## Our three rules are that every child be:

1. **Ready**
2. **Respectful**
3. **Safe**

Are the three rules which underpin our Relationships and Behaviour Policy. All conversations with children about conduct will refer back to these three rules.

Ready	Respectful	Safe
Ready to learn, ready to listen, ready to participate	Respect for themselves, showing respect to their peers, to adults, to our environment	Safe in their learning environment, with people around them, in their activities in which they are taking part.
<ul style="list-style-type: none"> <li>• School uniform</li> <li>• Having the right equipment</li> <li>• Listening</li> <li>• Eyes looking</li> <li>• Good sitting</li> <li>• Being on time</li> <li>• Managing own needs</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to others' opinions and expect to be listened to.</li> <li>• Appropriate language and tone</li> <li>• Looking after the resources, classroom, displays and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate physical contact</li> <li>• Stay safe online both in and out of school</li> <li>• Report any problems to an adult</li> </ul>

## Every behaviour intervention – positive or corrective – must be punctuated with **Ready, Respectful or Safe.** Modelling positive behaviours as adults

As adults we will:

- Show the children that we have respect for them as individuals and we will **meet and greet them** at the start of each day.
- Teach children what **good conduct** looks like by **setting clear routines and expectations.**
- **Recognise good conduct publicly** and **correct inappropriate conduct privately.**
- **Respond consistently** using shared language of **understanding and trust.**
- Remain **calm and assertive** when managing inappropriate behaviours, maintaining a **child-centred** approach to decision making.

Visible Consistencies	
Daily meet and greet	September 2023
Persistently catching children doing the right thing	

Picking up on children who are failing to meet expectations  
 Accompanying children to and from the playground at breaktimes and at the end of everyday  
 Praising in public (PIP)  
 Reminding in private (RIP)  
 Consistent use of shared and 'scripted' language  
 Staff having lunch with children in the dining hall

**Recognising positive behaviour and effort**

All staff should give recognition to children for positive conduct whenever possible as this highlights to all children the positive conduct which we are looking for.

For children meeting the minimum expectation of standards of behaviour	Over and Above Recognition for when a child's conduct has been exceptional – a role model for all.
A smile, nod or thumbs up Walkaways Dojo points Stickers A 'thank you' Praise	Recognition Boards Certificates Phone call/text home (for 'always' children) Verbal praise Notes home A conversation with a guardian at the end of the school day/Dojo message Show work to another adult HT award Celebration assembly Recommendation to HT Staff having lunch with a child

Step	Application	Useful language
<p><b>1. Reminder Take up time</b></p>	<p>Number of prompts dependant on needs of child. Make a point of congratulating a child who is completing the action/request correctly first and putting the focus on this correct behaviour. Distraction can work well for refusal behaviours at this point. Link conduct back to the 3 school rules (e.g, be Ready, Respectful, Safe) or the routine which isn't being followed. Reminds child of when they demonstrated successful conduct Doesn't require a long discussion Delivered as privately as possible (don't make the poor behaviour the focus).</p>	<p>Thank you X for stopping when I asked you to. I am very impressed by how well (name) is doing with ... Thank you so much. (Name), are you okay? I can see you are struggling with X, how can I help? This a reminder that we need to be (Ready, Respectful or Safe). I needed you to....(delivered privately whenever possible) You now have the chance to make a better choice Thank you for putting that down and giving me your attention, when I'm talking to you. Remember how I praised you yesterday when you stopped straight away? That's what I'm look for/expect of you. Do you remember that one of our rules is X? Thank you for now doing Y. <i>Example: I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you.</i></p>
<p><b>2. Warning Take up time</b></p>	<p>Only 1 warning given, as privately as possible. Again, draw attention to another child following the rule first and thank them (but don't make comparisons). A clear verbal warning, with a firmer, more assertive tone than the reminder (but not aggressive) delivers privately wherever possible. Remind child of the rule or routine which is not being followed. Making the child aware of their behaviour and clearly outlining the consequences if they continue. Explain the sanction which will be imposed if the routine, rule or instruction isn't now followed. Walk away so as not to get into back and forth negotiation</p>	<p>10 second 'drive by' Name, you know X is one of our rules. Doing Y is breaking our rule because... I expect you to... If you make this (positive) choice then (explain positive outcome), if you continue with Y then (explain consequence). I know you'll make the right choice. Assertive expectation 'I expect you to now...' Suzie, If you choose to break the rules again, you will leave me no choice but to ask you to (work at another table/work in another classroom). Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Presuppose success 'Thank you for now doing this' Think carefully about your next step <i>Example 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you.</i></p>
<p><b>3. Last Chance (coregulation) The focus of the conversation must be about 'returning to learning'.</b></p>	<p>Only 1 last chance given. Speak to the child privately whenever possible and give them the final opportunity to engage. <b>Use the 30 second scripted intervention</b> to discuss with the child what happened and how it could be avoided in future Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson/session (even if the behaviour improves after this – it cannot be earned back) Specify the behaviour which needs to change. Refer back to the school rule. Finish by reminding the child of when they did succeed in following this rule – try to be specific.</p>	<p><b>30 second scripted intervention</b> "Name, I notice that you are ...(specify unwanted behaviour)" <b>Scripted language to use:</b> "It was the rule about being (Ready/Respectful/Safe) that you broke" "If it continues then you have chosen to (explain sanction e.g. go to another class, talk to teacher at break time, sit on bench for 5 minutes" "Do you remember last week when you (highlight example of the child succeeding in following the rule)?" "That is what I need to see now (name)" "I know you can succeed" "We will talk about this at the end of the lesson" Then walk away to give 'take up time' and to avoid getting into a negotiation or shifting of blame.</p>

	Walk away so not to engage in back-and-forth negotiation.	
<b>4. Time Out (5 minutes)</b>	<p>Inform the child that they have chosen to keep breaking the school rule and that this has a consequence.</p> <p>Sent to have 'Time Out' might be a short time outside the classroom in a 'safe place', on this 'thinking spot', sent to partner class (with work) or on a bench on the playground as appropriate for a specified time (X minutes) with work.</p> <p>If a child is deregulated it might be a walk with another adult.</p> <p>It is a few minutes for the child to calm down, take a breather, look at the situation from a different perspective and compose themselves.</p> <p>On return to the classroom, the child will be spoken to by an adult to reset the boundaries, reflect on the next step and be reminded of previous good conduct. Or</p> <p>5-minute conversation at the next break discussing what happened and how it could be avoided next time.</p>	<p><b>Scripted language to use:</b></p> <p>I noticed you chose to ...(noticed behaviour)</p> <p>Deliver request to move calmly and assertively</p> <p>You have chosen to keep (name the rule broken)</p> <p>You now need to ...(go to the quiet area/go to sit with the other class/go to another table etc)..for .... minutes</p> <p>Playground: You need to ...(stand by another staff member/me/sit on the picnic bench etc.</p> <p>I will speak to you in two minutes.</p> <p>Example: I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you.</p> <p>Remember to send work.</p> <p>Do not describe child's behaviour to another adult in front of the child.</p>
<b>Headteacher's Detention)</b>	<p>For when work needs completing that has been missed (and where appropriate)</p> <p>Send copy of work to be completed at home with the child together with a note explaining choices.</p> <p>Make sure it is something that can be completed without adult help.</p> <p>Do not send exercise or textbooks home but plain paper and copies.</p> <p>Some pupils may need a personalised plan, e.g. earning Golden Time. This will be set up with Behaviour Lead and Class Teacher.</p>	<p>As you missed learning time earlier, I need you to catch up.</p> <p>Please complete this at home so you haven't missed anything.</p>
<p><b>5. What to do if a child refuses or their behaviour places themselves or others at immediate risk.</b></p> <p>If the first three steps have been completed and a child is refusing to leave the classroom or they are disrupting learning.</p>	<p>Remind the child that their choices are disrupting others and that they must now follow instructions.</p> <p>Walk away and allow 30 seconds – 1 minute take up time.</p> <p>Ask the child again to follow instruction, telling them refusal will result in a member of SLT being called to help them make the right choice.</p> <p>Dangerous and persistent behaviour may need the support of SLT:</p> <p>Fighting</p> <p>2<sup>nd</sup> time out in the same session</p> <p>Throwing furniture/breaking equipment</p> <p>Bullying/child-on-child abuse</p> <p>Hate language/racist language</p> <p>Disruption which prevents the class from learning</p>	<p>Ask SLT member of staff to come to class ('avoid the walk of shame' to the office)</p> <p>Speak to the child with the SLT member present to show that you still have authority</p> <p>Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation.</p>



	Most children who display these behaviours will have an individual Pastoral Support Plan, so please follow this in the first instance.	
<b>6. Repair Conversation</b>	<p>A restorative conversation which takes place at an appropriate time when the child is calm.</p> <p>This should be a walk/do and talk conversation</p> <p>Can be short for minor conduct breeches or longer when there has been refusals or deregulated behaviour.</p> <p>Focuses on reflection and restoring relationships (not blame or further punishment).</p> <p>The restorative meeting will explore the reasons for the poor choices, the impact on other people and how to make better choices in future.</p>	<p>Repair – 5 questions</p> <p>What happened? (Neutral tone and body language)</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make you feel?</p> <p>Who has been affected? What should we do to put things right?</p> <p>How can we do things differently?</p>
<b>7. Pastoral Support Plan</b>	A bespoke package for children deemed to be at risk of exclusion. The child will work with trained members of staff to address issues of concern. The staff will involve parents and may involve seeking advice of other professionals.	
<b>9. Suspension</b>	<p>Parents informed firstly by telephone and then by letter</p> <p><b>Internal Suspension</b></p> <ul style="list-style-type: none"> <li>• Child has no contact with own classmates</li> <li>• No access to playground, lunch taken on their own.</li> </ul> <p><b>Suspension</b></p> <ul style="list-style-type: none"> <li>• Followed by a reintegration meeting on the child's return.</li> </ul> <p><b>Headteacher's Warning</b></p> <p><b>Governor's Warning</b></p> <p><b>Child at risk of Permanent Exclusion</b></p>	

## Routines

So that every child knows exactly the expectation for common activities, staff will:

- Teach the children a **3-step routine** for all common activities e.g lining up, getting ready to learn, walking to the hall etc.
- Insist that this routine is followed by every child, every time, defending the high standard so that it becomes a habit.

We know that when children have clear and consistent routines and approach to behaviour, they are more likely to follow the routines in a more consistent manner. We implement very clear three step routines for:

### **Getting ready for learning at the end of break and lunchtimes.**

- 1<sup>st</sup> bell: All children to stop
- All children walk to put equipment away
- Line up quietly in line order, ready to come in

### **Entering school in the morning and after break and lunchtimes**

Staff will go onto to collect the children from the playground and bring them back into school

- Children follow behind the teacher in a quiet line (teacher at the head of the line)
- Children hang up their coats and belongings on their pegs (TAs to monitor cloakrooms)
- Children enter the classroom and sit down at their spaces (Teacher to stand at their door)

### **Getting the class silent and ready for instruction**

The teacher raises their hand that's the sign for everybody to immediately be ready

- Lips closed
- Eyes looking
- Ears listening

### **Managing inappropriate behaviour- Classroom Support**

- All staff are prepared to 'pick up their own tab'.
- All staff should consistently follow the same steps when managing inappropriate behaviour.
- Adults maintain emotional consistency, remaining calm, yet assertive when managing inappropriate conduct, considering body language and the words used carefully, allowing take up time.
- Children with specific needs (which impact on their conduct) will require separate, personalised steps which have been agreed with the SENCO/DHT using a Positive Support Plan (PSP).
- Conversations correcting inappropriate conduct should be done as privately as possible.

### **Consequences for poor behaviour choices and effort**

We expect that poor choices have a consequence. This may include 'natural consequences' such as cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences, which repairs the damage rather than punishing the behaviour. We place the importance on children knowing and understanding that there will be a follow up and consequence to poor choices in behaviour, rather than the severity of the sanction given.

### **Consequences should:**

Use of child's name, child level, eye contact, delivery of message

### **Consequences during break/lunchtimes**

1. **Listen to the problem:** May involve alleged incidents which haven't been seen
  - Ask each child to 'tell me what happened'. Ask each child not to interrupt each other. Make sure that everyone involved gets a chance to talk. Ask who else saw what happened and speak to them as well.
  - **Make sure that your body language and voice is neutral.**
  - Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.
  - **Most children just want to be heard, so please invest time in listening.**
  - For minor disagreements (arguments over games, miscommunications etc) offer advice about how to move forward. For accidental trips etc suggest an apology might help.
2. **Reminder: When a child or group has made a poor (although not deliberate) choice:**
  - Link back to the school rules.
  - Remind the child of when you saw them playing well.
  - Delivered privately away from the group.
3. **Caution/ final warning: When a child or group has repeated a poor choice:**
  - Remind the child of the rule broken.
  - Explain the 'time out' consequence if the conduct continues.
  - Tell the child to think carefully about their next choices.
4. **Time out (after reminders/ cautions, unless someone has been deliberately hurt):**
  - Tell the child that they now need some time to think about their choices.
  - Ask them to sit on a bench for 5 minutes.
  - Talk to them about what happened to lead up to this.
5. **Repair:**
  - Before letting the child leave the bench, have a quick conversation about how they will make successful choices.
  - End the conversation positively.

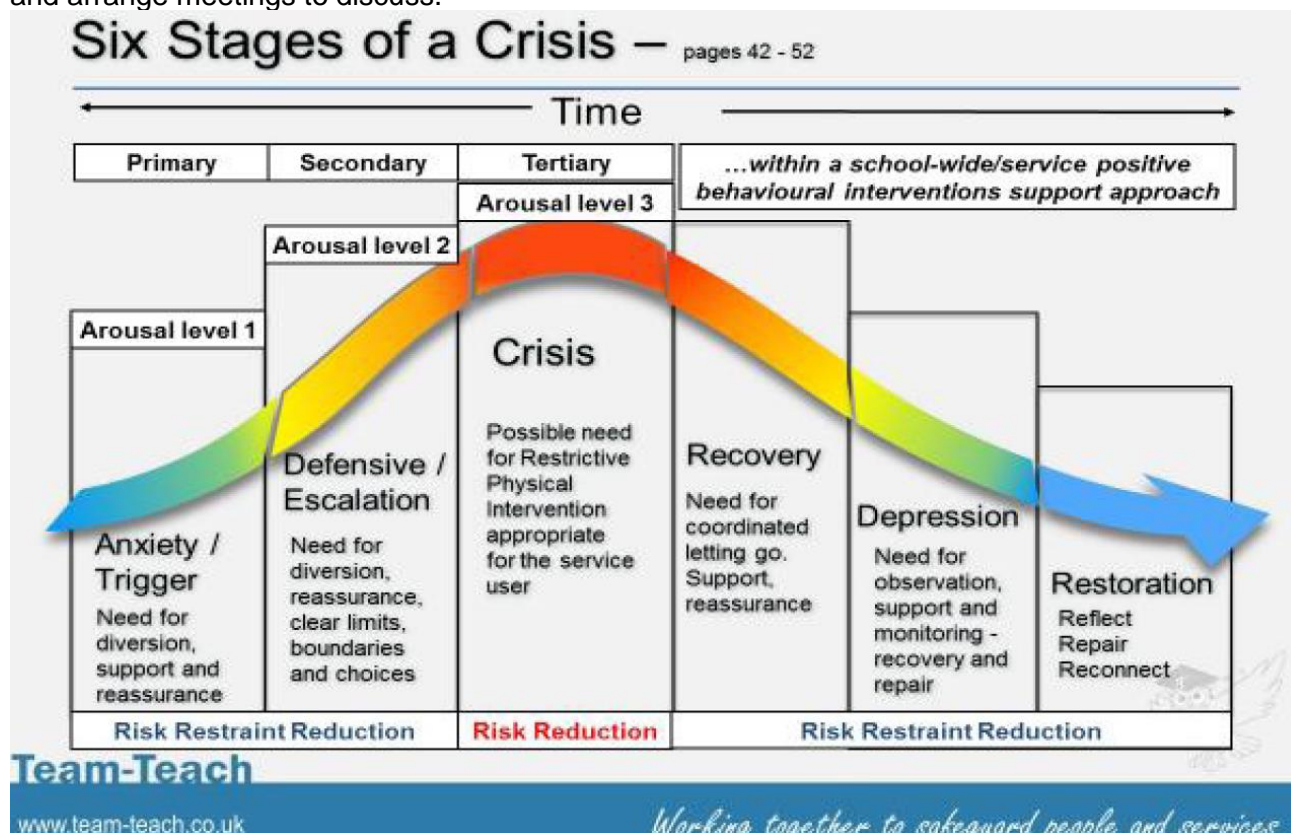
If a child engages in any of the following severe behaviours, the above stages (at learning time or breaktime) can be by-passed and the staff member may choose to immediately send for SLT.

- Hate speech
- Verbal abuse or swearing to an adult
- Bullying
- Extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity
- Violence towards adults

Suspensions may occur following extreme behaviour incidents at the discretion of the Headteacher. A fixed-term suspension will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To provide for an orderly learning environment for other pupils
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day seclusion with a member of SLT. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.



Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each child. These children will have bespoke Support Plans and Positive Handling Plans that can be found in Appendix A. When dealing with an episode of extreme behaviour, a child may need to be restrained, by a trained member of staff, if they or another person is unsafe. This will only be used as a last resort. The school will record all serious behaviour incidents on CPOMs including any restraints.

- If a child is repeatedly receiving cautions, warnings and time outs, then this pattern needs to be addressed through closer monitoring, re-focusing the child on the positive outcomes of positive choices.
- For younger children (EYFS & KS1) this will involve the teacher meeting the parent briefly at the end of each day and sharing the successes and areas that need improvement.
- For older (KS2) children, this will involve being placed on a 'daily monitoring report card':
  - This will be completed for every session showing good choices and poor choices. o At the end of each day the child will bring this to the Headteacher to discuss how the day has been. This will look to celebrate the positives as well as discussing poor choices.
  - At the end of the week this will be sent home to the parent.
  - Some pupils may need a personalised plan, e.g. earning Golden Time. This will be set up with Behaviour Lead and Class Teacher.

**Persistently dangerous or disruptive conduct:**

- Where there is ongoing poor conduct which does not improve, severe behaviours are displayed, then a Headteacher's Warning may be issued. A Governor's Warning may be issued if the dangerous or disruptive conduct continues. Following this, a permanent exclusion may be necessary if behaviour continues.