



Positive Behaviour & Relationships Policy

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‘Schools should be safe and affirming places for all children, where they can develop a sense of belonging and feel able to talk openly with adults.’

DfE: Mental health and behaviour in schools

1. AIM & ETHOS

1.1 At All Saints CE Primary School & Nursery it is our overarching aim to raise standards by promoting a school ethos that is underpinned by core Christian values. These values support all areas of learning and can contribute to pupils’ motivation to learn. We recognise this will be most successful when the values and attitudes promoted by staff provide a model of behaviour for children. All our policies and decision making are formed through the lenses of these Christian values to ensure our school lives them out in all aspects of its collective life.

1.2 We have therefore used these values to develop positive relationships in a nurturing Christian environment that secure excellent behaviour for learning, leading to excellent outcomes for all pupils.

1.3 It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. This policy is designed to support the way in which all members of the school can live and work together. We aim to promote an environment in which everyone feels happy, safe and secure. We want to develop self-confident, caring children who value themselves and others, and take responsibility for their own learning through their attitude to work.

1.4 Our policy promotes good relationships, so that we can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way.

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential’.

EYFS September 2021

2. OUR VALUES

2.1 We are a values-led school, and as such expect everyone in our learning community to use our values as a guide to their own behaviour, including adults. They are firmly rooted in our Christian character and underpin our responses, decisions and interactions as a community.

LOVE	<i>shown through Compassion, Generosity & Thankfulness; - John 15.12</i>
KINDNESS	<i>shown through Friendship, Respect & Trust; - Colossians 3.12</i>
RESILIENCE	<i>shown through Courage, Perseverance & Service; - Philippians 4.13</i>
UNDERSTANDING	<i>shown through Forgiveness, Justice & Truthfulness; - Matthew 7.24</i>

See Appendix 1: Our School Values for a complete overview of how our values link.

3. RESPONSIBILITIES

3.1 In order to create a climate in which everyone can feel respected and strive to live out our values, we must **all** take responsibility for acting appropriately. These responsibilities also form the basis of the Home-School Agreement which is signed by each child's family when they begin their time with us.

3.2 Staff responsibilities are to:

- Create a safe and stimulating environment for pupils, rooted in mutual respect and care.
- Model expected behaviour at all times in relationships with each other and pupils alike
- Treat children as individuals, with dignity and respect, and be sensitive to their feelings and needs.
- Actively listen to what the children have to say and take appropriate action
- Work towards understanding reasons for challenging behaviours by listening to pupils carefully, analysing their behaviour choices, and considering wider factors that influence behaviour choices.
- Be consistent and fair, acting in accordance with this policy
- Recognise achievements, be positive and praise children for meeting or trying to meet our expectations
- Plan, prepare and lead engaging experiences for all pupils, appropriate to the varied needs present and considerate of the safety of the whole group
- Keep learning areas and resources tidy and well organised
- Develop strong attitudes of self-worth and respect for others amongst the pupils
- Fulfil our professional duties by being punctual, communication with other staff (including recording instances of negative behaviour), attending relevant meetings and training, and following the staff Code of Conduct
- Communicate openly with parents, in a timely fashion and respect their knowledge of the children

3.3 Children's responsibilities are to:

- Consider the school values in their actions – love, kindness, resilience, understanding.
- Be ready to learn:
 - ☺ Listen to and follow instructions, doing as they have been asked as quickly as possible.
 - ☺ Think about others and allow them to learn.
 - ☺ Be in the right place at the right time for lessons and activities.
 - ☺ Take responsibility for themselves and their belongings.
 - ☺ Have the right equipment, especially PE kit.
 - ☺ Do homework and hand it in on time.
 - ☺ Keep the classroom tidy and carry out any classroom responsibilities.
 - ☺ Ask an adult for help when they need it – don't keep problems to themselves, including if they know other children are having problems
- Communicate honestly.
- Think about and explain why things have happened if something has gone wrong and reflect on how to move forward
- Pass on letters/slips from parents and school.
- Know about their lunch and going home arrangements.
- Make the most of all the opportunities they are presented with at school.
- Try their best at all times.

3.4 Parents' responsibilities are to:

- Work in partnership with the school to promote high standards of behaviour.
- Help the children to understand the school values and talk to them about the Home-School Agreement that is signed at the start of a child's time with us.
- Support the school's systems of praise and consequences. Seek clarification if it is needed.

- Keep the school informed in a timely manner of any circumstances that might affect a child's performance or behaviour, or any behaviour difficulties they might be experiencing at home.
- Ensure their child attends school regularly and punctually and notify the school of reasons for absence.
- Ensure their child comes to school appropriately dressed and equipped, particularly PE kit!
- Read all written communication from the school and respond accordingly.
- Attend parent/teacher consultation meetings.
- Encourage their child to have a positive attitude towards school, and to discuss any parental concerns about school away from the child.
- To share any concerns with school so that school is aware and can respond accordingly.
- Help sustain their child's efforts and achievements and ensure that homework is completed on time.
- Encourage their child to develop an appropriate level of independence.

4. OUR PUPIL CODE OF CONDUCT

4.1 Our values are reflected within our Pupil Code of Conduct and class charters (drawn up by the children and staff). These are displayed in school and referred to frequently. A shared understanding of the Code of Conduct and our Values is achieved through a common vocabulary, collective worship and assemblies, PSHE lessons, and is modelled by all adults in our school community.

4.2 General Code of Conduct:

- We will treat others as we wish to be treated, with kind hands and warm hearts
- We will take care of each other and our school community
- We will set our goals high, and try hard in everything
- We will treat everyone fairly, listen carefully, and be honest.

4.3 Playground Code of Conduct:

- We will share, take turns and use our hands, feet and voices kindly.
- We will play safely, looking after each other and the equipment by showing respect.
- We will include others in our games.
- We will be honest and truthful when things go wrong and try to put it right.

5. STEPS BEHAVIOUR MANAGEMENT

5.1 All Saints Primary School has adopted the Hertfordshire STEPS therapeutic approach to behaviour management. It recognises all behaviour as a form of communication – where positive behaviour shows all is generally well, and negative behaviour indicative of an unmet need. STEPS has an emphasis on consistency, teaching of internal (self) discipline rather than imposing external discipline, and care and control. Staff are trained in techniques to de-escalate a situation and to reduce the risk of harm.

5.2 An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after an incident, enabling all to learn from what happened and begin to repair.

5.3 Staff are trained in STEPS and any new staff joining the school receive this training as soon as practicably possible. Annual refresher training is provided for all staff.

6. PROMOTING POSITIVE (PROSOCIAL) BEHAVIOUR

6.1 We recognise that positive (good) behaviour does not just happen, and that every adult who spends time in school has an important part to play in promoting behaviour which meets our expectations. They respond calmly with dignity and respect, modelling the emotional regulation we aim to instil in all our children. We avoid shouting unless the situation demands it to ensure the safety of others. It is our aim to create an environment in which positive behaviour is the norm.

6.2 Children behave well when they:

- are in a safe, calm and positive environment where they are valued and matter as an individual
- have strategies to regulate their emotions and feelings
- understand what is expected of them
- see a purpose to what they're being asked to do
- feel that they are listened to
- are highly motivated by an exciting and varied curriculum
- have a task appropriate to their ability
- know who to ask for help
- have opportunities to achieve
- know and feel that their achievements are valued
- have a well organised room that encourages independence
- know they will be supported
- know their physical needs are met
- feel comfortable and confident
- are given responsibility and encouraged to be independent
- are encouraged to reflect on their actions
- see that home and school work together

6.3 Curriculum & Learning

We recognise that to be ready to learn, pupils need to be emotionally ready too. Our curriculum helps them develop understanding about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include explicit teaching of strategies for emotional self-regulation, through the **Zones of Regulation** approach, **Protective Behaviours**, Anti-Bullying and Online Safety weeks. **Circle Time** can be used where necessary, to give children an opportunity to discuss their thoughts and feelings, and to help them to build respect and self-esteem.

6.4 Displays

Each class will develop a **Zones of Regulation board** to support pupils in recalling strategies they can use to self-regulate. This promotes common vocabulary for describing emotional state and associated behaviours. Each class will also develop a **Values board**, to support the link between values, behaviour, and attitudes. These can then be referred to as needed through the day.

6.5 Praise, Reward and Celebration

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise. This can be done through:

- **Non-verbal recognition:** smiling at the child; using eye contact; positive gestures.
- **Verbal recognition:** giving praise and feedback to individuals and groups; listening; sharing humour.
- **Sharing success:** displaying work; values tree in class; sending children with an example of good work to another class teacher, the Deputy Head and/or the Headteacher; recognising achievements through 'Shout Outs' in whole school Celebration Praise; recognition in the weekly Newsletter; telephone call home to celebrate/praise; giving feedback on personal achievements in lessons and at parent consultations.
- **Privilege and choice:** use of class based motivational awards, such as raffle tickets and marbles; giving children specific responsibilities within the class or school.
- **Awards:** stickers; stars; ink stamps; smiley faces; merits; house points.

6.6 Whole School Merit System (Appendix 2)

Every pupil can be given a merit for excellent learning behaviour or achievement. These learning behaviours are linked to the school values, Characteristics of Effective Learning, or going beyond expectations in class. These are exemplified by children showing the qualities outlined below:

- Evidence of thinking deeply, explaining and reasoning.
- Challenging oneself and taking risks with one's learning.
- Working effectively in a group.
- Seeking support by using available resources and not giving up (growth mindset).
- Asking questions and finding out answers from different sources.
- Evidence of continuing interest in learning beyond the classroom.
- Meeting personal targets.
- Good organisational skills.
- Making a special contribution to Collective Worship, or school event.

6.7 Whole School House Point System

6.71 School House Points are awarded:

- To recognise children who have met or exceeded the school values in their behaviour choices and attitudes to others.
- To recognise children who have made outstanding contributions towards working with others, including taking part in house team events.

6.72 Play/Sports Leaders can also award Play Leader points to those children they are working with. The Leaders give a sticker to the children and this lets the teacher know a House Point can be awarded.

6.73 House point totals are collected and shared in the Friday Celebration Praise. Each half term, the leading house is invited to join the Headteacher for afternoon tea. The totals then revert to zero for the next half term.

7. STRATEGIES FOR MANAGING ANTI-SOCIAL BEHAVIOUR

7.1 Therapeutic Approach

7.11 At the core of our approach is the understanding of behaviour as a form of communication, and it is driven by feelings. We recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult therefore to seek to understand the reason why a young person is presenting negative behaviour and try to change the circumstances in which the behaviour occurs. This is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child, rather than just suppressing or punishing the behaviour.

7.12 The Hertfordshire Steps Toolkit (available as part of the 'Tutor' resources here: [Hertfordshire Steps - thegrid.org.uk](https://www.hertfordshire.gov.uk/education/primary/learning/learning-support/learning-support-resources/learning-support-resources)) supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour. These can be used to construct a Risk Reduction Plan to enable a more refined response to the individual child.

7.2 Recording Behaviour

7.21 All school staff are responsible for ensuring negative behaviour is recorded/logged appropriately. This supports building a full picture of an individual pupil, which in turn can help plan to meet their needs and prevent future incidents of negative behaviour. It also supports our duty of care and safeguarding for all pupils.

7.22 Our school uses an online system called CPOMS, which allows behaviour to be logged for a pupil, reduces workload for staff and keeps records accessible to support analysis and planning. Categories can be used to support analysing behaviour and responses, exploring trends and reporting to Governors.

7.23 We recognise not all negative behaviour requires logging, and most occasions will be fleeting and quickly resolved using the strategies outlined below. But all behaviour that requires a protective or educational consequence, or where a child is persistently repeating low-level negative behaviour (over several days or within a single day), must be recorded and shared with parents. Informal systems for recording this are in place (such as a LLDP Challenge Card or tally sheet – [See Appendix 5](#))

7.24 For pupils where they persistently or frequently require a consequence, the school will consider putting in place a Risk Reduction Plan. The child may also have a SEND Profile/Monitoring Profile which outlines additional support or different logging systems in place appropriate to their needs.

8. LEARNING & PROTECTIVE CONSEQUENCES OF ANTI-SOCIAL BEHAVIOUR

8.1 Adults have the responsibility to use consequences that are related to the negative behaviour, and thus help the young person to learn and develop positive coping strategies. Consequences support the development of internal discipline by creating a learning opportunity directly relating the anti-social behaviour to the harm caused. In line with the Herts Steps, we put in place both protective and educational consequences.

8.2 Protective consequences: involve the removal of a privilege or freedom to manage harm to self or others, for example limited access to outside space, being escorted in social situations, differentiated teaching space or in extreme instances, exclusion.

8.3 Educational consequences: involve learning or rehearsing so that the privilege or freedom can be returned. They include the completion of a ‘Reflect and Repair’ conversation or sheet ([see Appendix 3](#)), rehearsing appropriate behaviours, research, assisting with repairs (as appropriate), completing tasks, educational opportunities and restorative meetings.

Behaviour	Consequences include:
<p>Child’s behaviour is impacting negatively on their own learning</p> <p>This includes but not limited to:</p> <ul style="list-style-type: none"> • Low-level disruption • Task refusal • Not listening to instructions 	<p>Cumulative Response to Difficult Behaviour</p> <ul style="list-style-type: none"> • Non-verbal reminder. • Verbal reminder, using vocabulary of Values and choice. • Second verbal reminder, including reference to Zones of Regulation if appropriate. • Change of seat/location in class providing opportunity to self-regulate. <p>Educational Consequences</p> <ul style="list-style-type: none"> • If missing learning time, then complete work at break or lunch. • Practice desired behaviour at break or lunch. • ‘Reflect and Repair’ conversation/sheet completed. (See Appendix 3). The Class Teacher will discuss the pupil’s behaviour with them, as well as strategies to help the pupil to manage their behaviour. <p>Protective Consequences</p> <ul style="list-style-type: none"> • If particularly disruptive or persistent, the teacher will

	<p>will arrange to talk to parents / carers in the first instance and a meeting may then be arranged if necessary (this can be informal 'at the door').</p> <ul style="list-style-type: none"> • If this behaviour persists, the school may complete relevant sections of the STEPS Toolkit to help plan a way forward e.g., roots & fruits/anxiety mapping. • Early intervention may be put in place, either within school or with the support of an outside agency e.g., ASPECTs following discussion with parents.
<p>Child's behaviour is impacting negatively on their own <u>and</u> other children's learning or causes damage to property</p> <p>This includes:</p> <ul style="list-style-type: none"> • being disrespectful to adults and peers • answering back • hurting others • disrupting class learning • damaging property 	<p>Cumulative Response to Difficult behaviour</p> <ul style="list-style-type: none"> • Non-verbal reminder. • Verbal reminder, using vocabulary of Values and choice. • Second verbal reminder, including reference to Zones of Regulation if appropriate. • Change of seat/location in class, providing opportunity to self-regulate. • Change of location to a neighbouring year group classroom or room, to complete work or give additional opportunity to self-regulate away from possible triggers. • Where another pupil is hurt, property damaged or if behaviour is persistently difficult, a 'Reflect and Repair' conversation/sheet should take place during the next break / lunch. • Time with the Headteacher, Deputy Headteacher or member of the Senior Leadership Team. <p>Playtime may be used for the Class Teacher to discuss the pupil's behaviour with them, as well as strategies to help the pupil to manage their behaviour.</p> <p>Educational Consequences</p> <ul style="list-style-type: none"> • Assisting with repairs, as appropriate • Educational opportunities to understand the impact of behaviour and ways forward. • Rehearsing desired behaviour. • 'Reflect and Repair' conversation/sheet. • <p>Protective consequences</p> <ul style="list-style-type: none"> • Limited access to specific activities for a specific period of time – either inside the classroom or outside at break time – this should be directly linked to the incident e.g., loss of football if incident happened during football. • 20/20/20 may be appropriate if longer periods of free play (such as lunchtime) are proving difficult for the pupil to self-regulate. <p>Where behaviour is regularly persistent and disruptive:</p> <ul style="list-style-type: none"> • Complete relevant sections of the STEPs Toolkit to help plan a way forward e.g., roots & fruits/anxiety mapping.

	<ul style="list-style-type: none"> • Early intervention may be put in place, either within school or with the support of an outside agency e.g., ASPECTs following discussion with parents.
<p>Unsafe behaviour</p> <p>Teacher action: If the child’s behaviour is posing a threat to the safety of other’s during lesson time, the class should be evacuated. An adult should keep at a safe distance while monitoring the child causing disruption.</p> <ul style="list-style-type: none"> • <i>Call for a member of SLT.</i> • <i>Calmly tell child ‘NAME, stop. What you are doing is dangerous.’</i> • <i>Use the de-escalation script and strategies</i> 	<p>Parents will be informed of the behaviour shown and actions taken, alongside any plans/consequences put in place to support the child.</p> <p>Protective consequences</p> <ul style="list-style-type: none"> • Increased staff ratio 2:1 during the incident • Limited access to outside space or specific activities, including 20/20/20 • Escorted in social situations • Differentiated teaching space • An Individual Risk Reduction Plan to be completed (<u>See Appendix 4</u>). • Interventions will be considered and put in place to support the pupil • SLT will consider contacting outside support agencies e.g., Safe Space, Educational Psychologist, The Primary Behaviour Support Team, Amwell View Outreach, ASPECTs, Herts Steps County Lead • At the discretion of SLT, internal exclusion, suspension or exclusion may be used. <u>See section 12</u> <p>Educational consequences</p> <ul style="list-style-type: none"> • Practising desired behaviour/completing missed work at break/lunch time. • Assisting with repairs, as appropriate • Educational opportunities to understand the impact of behaviour and ways forward. • Nurture sessions focused on self-regulation and emotional coaching

8.4 Teacher strategies to de-escalate situations in each category can be found in Appendix 5.

8.5 Child on Child Abuse

8.51 Concerns, evidence and disclosures of Child on Child abuse will follow the procedures for Child Protection (outlined in the Child Protection policy and Child Protection Handbook). This will include:

- Not waiting for a disclosure from a child if the adult (staff / visitor / volunteer) has concerns about a child’s welfare – they should act on them immediately.
- Ask the child outright if they have been harmed and what the nature of the harm was
- Listen and reassure them that they will be supported and kept safe
- Reflect back, using their language
- Be mindful that some children may face additional barriers to disclosure because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- Remember that:
 - This may only be the first incident the child has reported
 - Trauma can impact memory, so the child may not be able to recall all of the details or timeline of the abuse

- Make a written record as soon as possible, stating only the facts. Use CPOMS or a Record of Concern form if possible.
- Tell our designated safeguarding lead (DSL) straight away: Mr Philip Asher or a Deputy DSL: Ms Alison Brooks / Mrs Victoria Moore
- Where appropriate, take action yourself
 - If the child is in immediate danger or risk of harm, make a referral to children’s social care
 - If an offence has been committed, report it to the police (even if the alleged perpetrator(s) is under 10). You can confiscate devices as evidence for the police, if the report includes an online element.
 - Find out whether the victim and alleged perpetrator(s) share classes, premises or transport, and consider how to keep them a reasonable distance apart while on the premises, including both before and after school.

8.52 Incidents must not be dismissed as ‘banter’, ‘part of growing up’ or ‘having a laugh’ etc. including ‘it’s just children being children’. The usual safeguarding principles should be followed – not promising total confidentiality, not asking leading questions, and avoid taking notes while the child is talking if at all possible.

8.53 The adult with the concern must not discuss the disclosure/concern with anyone other than those that need to know in order to progress it. The adult with the concern must not look at photos or videos of a sexual nature – politely decline if offered. If they do so by accident, or feel they need to in order to deal with the issue effectively, it must be discussed with the DSL.

9. PLAYGROUND & LUNCHTIME BEHAVIOUR

9.1 In the playground we expect the children to play fairly and sensibly, in line with the **Playground Code of Conduct** in Section 4 of this policy.

9.2 Staff supervising play/lunch time are responsible for supporting pupils in meeting this expectation. They should encourage children to resolve incidents between themselves, using our school values and the code of conduct as guides. They should report to class teachers where disputes have occurred, as part of normal ‘handover’ conversations when children are collected from the playground. If an incident requiring a consequence occurs, the consequence should be given as soon as possible/appropriate, then this should be reported to class teacher and recorded as appropriate (see Section 7.2).

9.3 A proactive approach is needed to prevent negative behaviour. To ensure this, it is vital that staff circulate and engage with children positively. Children could be redirected if a situation is becoming a problem, such as a game becoming heated. Use of ‘walk with me’ is useful to allow a child space to calm down and regulate, but also to allow them to observe other children playing appropriately. Staff can use this time to talk to the child about behaviour choices and showing school values in their play.

9.4 If a pupil’s behaviour during lunchtime is inappropriate, staff should follow the consequences outlined above. If negative or inappropriate behaviour continues, or the child refuses to accept the consequence given, staff on duty should contact the class teacher or a member of SLT as appropriate. Walkie-Talkies are provided for this and are considered standard equipment for staff when supervising children outside of the classroom. Supervising staff are also provided with a whistle to use if it is necessary to get the children’s attention.

9.5 For behaviour that is highly disruptive or unsafe, supervising staff should follow their STEP On training, and use the de-escalation script. They should call for support from SLT using the Walkie-Talkie and consider removing the rest of the group from the area if practical.

9.6 Procedure for the end of Play/Lunch:

1. First bell/whistle – Stand still, stop talking and get off the apparatus. Listen for instructions.
2. Second bell/whistle – Walk into line and wait quietly for the adult to be ready to bring them in (teachers should collect from the playground).
3. Children walk into class quietly & calmly when the adult is ready.

9.7 A member of the Senior Leadership Team will be on duty each lunchtime and contactable on Walkie-Talkie.

10. REFLECT, REPAIR AND RESTORE (AFTER AN INCIDENT)

10.1 Providing time to offer support and debrief for a pupil after any significant incident is essential to safeguard their emotional wellbeing and help them reflect and progress.

10.2 Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened? (Tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

10.3 A 'Reflect & Repair' sheet is available to support this conversation – but the conversation is more important than the sheet being completed – it is not a requirement that a sheet is completed for every conversation.

11. RESTRICTIVE PHYSICAL INTERVENTION

11.1 There are occasions when staff will have cause to use physical contact with individuals for a variety of reasons, for example:

- To comfort or reward a student
- To direct or steer a student
- For activity reasons (for example in drama, physical games)

11.2 Staff should follow the Restrictive Physical Intervention Policy (contained in the Child Protection Handbook, updated annually) to ensure they use appropriate physical contact in our school.

12. SUSPENSION & EXCLUSION

12.1 This school rightly sees suspension and exclusion as being a tool of last resort. We do not wish to exclude any pupil from school. All pupils have a right to access education and school in a supportive and protective environment. We value each child as an individual and aim to support them making positive behaviour choices. But on rare occasion it may be necessary to use tools of last resort, such as suspension or exclusion, to ensure the safety of the pupil and others (pupils or staff).

12.2 A separate Exclusions Policy is in place and should be referred to for clarity and specific detail about the processes involved.

12.3 Internal exclusion/withdrawal (Removal from the classroom)

12.31 This involves being removed from a class for a large portion of the day – usually a 1/2 a day or a full day. On rare occasions, longer periods may be determined. During this time the child completes work in the Headteacher's office or a designated class/area as appropriate, supervised by an appropriate member of staff.

12.32 Parents/carers are always informed of this decision and invited to meet with the Headteacher and class teacher to discuss the concerns, reasons for internal exclusion/withdrawal and, if appropriate, a Risk Reduction Plan to support the pupil moving forward.

12.4 Suspension (formerly 'Fixed-Term Exclusion')

12.41 This is where a child is suspended from school and sent home. This could be for the remainder of that day, or for longer depending on the individual circumstances of the incident. The Headteacher will decide how long a pupil will be suspended for.

12.42 It is a formal process, with legal standing, and is used when either no other strategies have worked or the seriousness of the incident requires the school to put in place additional measures to safeguard the pupil and others upon their return. While suspended, a pupil may not attend the school site or public places during school hours. They will be provided with work that must be completed at home.

12.43 Parents/carers will be asked to accompany the child on his/her return to school for a reintegration interview with the Headteacher or Deputy Headteacher to establish clear guidelines for the child's future behaviour.

12.44 The school will notify the Local Authority of any suspension given. We routinely inform the Governors that a suspension has been given, however we are required to if the number of days will exceed 5 school days in a term. The letter to parents/carers also explains any grounds they may have to appeal the suspension.

12.5 Exclusion (formerly 'Permanent Exclusion')

The decision to exclude a child is taken in extreme circumstances by the Headteacher, after consultation with staff, the child's parents/carers, and the Chair of Governors. Permanent exclusion would mean the child continuing their education in another school. The school follows the HCC Exclusion Guidance Supplement (2017) unless there is a good reason to depart from it, with due regard to the Statutory Guidance issued by the Department for Education available here:

<https://www.gov.uk/government/publications/school-exclusion>

12.6 Behaviour which could lead to Suspension or Exclusion from our school

12.61 Behaviour which could lead to suspension or exclusion from school would include:

- Behaviour which is life threatening.
- Intentional physical violence towards a member of staff.
- Unprovoked and/or sustained violence towards another child
- Deliberate use of extreme, abusive language towards anyone in the school community
- Repeated and deliberate abusive, racist, religious and homophobic and gender language
- Sexual misconduct
- Defiant behaviour, i.e. repeated and deliberate refusing to co-operate, or behaving in an unreasonable and persistently disruptive way
- Drug and/or alcohol related incidents
- Cyber bullying
- Deliberate damage to school property or that of other persons
- Theft
- Malicious allegations (against staff or other pupils)

12.62 In all instances, each case is judged individually and may result in suspension/exclusion alongside any other response.

13. GENERAL PRINCIPLES

13.1 All Saints acknowledges its legal duties under the Equality Act 2010 and in respect of Safeguarding and pupils with special educational needs.

13.2 A consequence must not be in breach of any legislation and must be proportionate and reasonable in the circumstances taking into account the age of the pupil, any special educational needs and/or any disability the pupil may have and any religious requirements affecting the pupil.

13.3 If the behaviour of a pupil gives cause to suspect that they are suffering from or likely to suffer from significant harm, then the school's Safeguarding Policy should be followed.

13.4 This policy also applies to the misbehaviour of a pupil off school premises: on school organised or related activities; travelling to or from school when wearing school uniform or when otherwise identifiable as a pupil of the school; at any time when it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

14. MONITORING AND REVIEW

14.1 The Headteacher monitors the effectiveness of this policy regularly and reports findings to the Governing Body, making recommendations for further improvement if necessary. The school maintains records concerning negative behaviour (see [Section 7.2](#)), including 'Reflect and Repair' sheets and logs. The Headteacher records all serious instances of antisocial behaviour (including bullying) and any incidents of racism ([See Anti-Bullying and Anti-Racism Policy](#)). The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

14.2 It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently, particularly in reference to the Equality Act 2010 (with regard to the non-statutory advice from the DfE, May 2014).

14.3 This Policy will be discussed annually by all staff to ensure that it provides for the school's needs, and a full review will take place every three years with any amendments being made as necessary, in agreement with the Governing Body.

Positive Behaviour and Relationships Policy Appendices

Appendix 1	Our School Values
Appendix 2	Whole School Merit System
Appendix 3	Reflect and Repair Conversation/Sheets (EYFS & KS1 / KS2)
Appendix 4	Risk Reduction Plan
Appendix 5	Strategies for Managing Behaviour – staff guidance
Appendix 5i	LLDP Challenge Card (Sticker Chart) & Tally Chart Examples

Appendix 1: Our School Values

Nurture, Resilience and Achievement for All

"I can do all this through Him who gives me strength."
Philippians 4.13

Resilience



"Therefore, everyone who hears these words and puts them into practice is like a wise man who built his house on the rock."
Matthew 7.24

Understanding



Resilience



Understanding

"Clothe yourselves with compassion, kindness, humility, gentleness and patience."
Colossians 3.12

Kindness



"This is my commandment, that you love one another as I have loved you."
John 15.12

Love



Kindness

Love

"I have come that you might have life – life in all its fullness."

John 10.10

Appendix 2: Whole School Merit System

Every pupil can record merits awarded for excellent learning behaviour or achievement. These learning behaviours are linked to the school values, Learning Powers (Resilience, Reflectiveness, Resourcefulness, Reciprocity) or going beyond expectations in class. These are exemplified by children showing the qualities outlined below:

- Evidence of thinking deeply, explaining and reasoning.
- Challenging oneself and taking risks with one's learning.
- Working effectively in a group.
- Seeking support by using available resources and not giving up (growth mindset).
- Asking questions and finding out answers from different sources.
- Evidence of continuing interest in learning beyond the classroom.
- Meeting personal targets.
- Good organisational skills.
- Making a special contribution to Collective Worship, or school event.

Merits build towards key Merit Milestone awards which are presented in a special Celebration Praise held at least twice a term. Parents of children receiving a milestone award are invited to join the Collective Worship in school to see their child presented.

Merits are awarded and accumulate towards the following 'Merit Milestones':

Reception & Key Stage 1 Milestones

No. Merits	Milestone Award
15	Red
+15	Orange
+15	Yellow
+15	Green
+15	Blue
+15	Indigo
+15	Violet
+20	Bronze
+20	Silver
+20	Gold

Key Stage 2 Milestones

Totals are 'reset' for all pupils when starting KS2.

Total No. of Merits	Milestone Award	Special Award from the Governors
30	Merit	-
75	Bronze	-
135	Silver	-
195	Gold	£5 Book Token
255	Super Gold	£10 Book Token
315	Platinum	£15 Book Token
400	Diamond	£20 Book Token

Appendix 3: Reflect and Repair Sheet



All Saints CE Primary School & Nursery

Reflect & Repair Conversation Record (KS2)

Child's Name:		Class:		Date:	
Which ZONE were you in:	Blue Zone	Green Zone	Yellow Zone	Red Zone	
What did you do? (Describe what happened and the choices you made):			What were you thinking when you acted this way? (How did you feel when you made the choice?)		
What was the impact of your choice on others? (How did my choice affect others? How did your actions make other people feel?)					
If I was in the Green Zone, I could have made these choices: (What could I have done differently?)					
I am going to do these things to help everyone feel better about what happened (How will I fix it?):					
The consequence that has been agreed to help me to remember to make better choices is...					
Shared with parent:		By:			

Positive Behaviour and Relationships Policy, September 2021: Appendix 3a KS2



Reflect & Repair (EYFS/KS1)

Child's Name:		Class:		Date:	
Which ZONE were you in:	Blue Zone	Green Zone	Yellow Zone	Red Zone	
What did you do? Draw a picture and circle the things that went wrong. (Describe what happened and the choices you made)					
Draw a picture of what you will do to help everyone feel better about what happened: (How will I fix it?)					
The consequence that has been agreed to help me to remember to make better choices is...					
Shared with parent:		By:			

Appendix 4: Individual Risk Reduction Plan

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Individual Risk Reduction Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

Appendix 5: Strategies for Managing Behaviour – staff guidance

Teaching behaviour is about:

Relationships	Having positive relationships with children and acting in a consistent and fair manner is the most effective way to ensure a positive and engaging learning environment.
Role Modelling	Using words and actions that mirror the responses we are trying to encourage in children.
Consistency	Working out the best way to support each individual child and ensure that approaches to that child are consistent.
Scripts and Routines	Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
Positive Phrasing	Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
Planning	Making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.
Reward & Positive Reinforcement	Noticing when children are demonstrating socially acceptable behaviours and our school values and ensuring this is praised and rewarded.
Comfort & Forgiveness	Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

From time to time, some children will struggle to self-regulate and need additional support to meet behaviour expectations and keep the All Saints Code of Conduct.

5a) Strategies for managing a child's behaviour that is impacting negatively on their own and/or others learning and general low-level disruptive behaviour:

Sometimes a simple action is all that is needed:

- Distraction
- Change of seat
- Express belief in the child / remind the child of past success
- Reward those who have completed work with praise
- Deliberately change tone of voice
- Set a challenge – which table can be ready first?
- Praise children on task – getting it right
- Set a specific task e.g. can you do 'X' by the time I get back?
- Offer support
- Gentle touch on shoulder as a reminder to focus on work
- Tactically ignore (but address with the child later). Respond to those children who are following the rules.
- Class rules reminder to whole class or privately to the individual
- Use non-verbal signals

More generally,

- Ensure that the curriculum is appropriately differentiated for the child – we recognise that there is an inseparable link between teaching, learning and behaviour
- Remain calm, use the child's name first before giving an instruction e.g. 'pick up the book, thank you.'
- Use positive phrasing: Stand next to me, put the pen on the table, walk with me to the library, stay seated in your chair.
- Spend time with the child to try and understand the reasons for the behaviour.
- Ignore secondary behaviours (eye rolling, muttering under their breath, stamping about etc.) which the child may show whilst they conform to the initial instruction (these can be dealt with later).
- Subtly emphasise to other children that negative behaviour will be dealt with, but now may not be the best time.
- Explain clearly to the child, using the school code of conduct and/or values, why the behaviour is causing concern and reinforce the fact that it is the behaviour and not the child that you do not accept. Emphasise the importance of learning and that behaviour is preventing learning from taking place.
- Always tell the child the consequences should the unacceptable behaviour continue and always carry it out.
- Give limited choices – “where shall we talk, here or in the library?”; “put the pen on the table or in the box”; “are you going to sit on your own or with the group?”; “are you starting your work with words or a picture?”; “do you want to join us now, or use your concentration station?”
- Allow take up time by giving limited choices and moving away.
- Recognise that some behaviour may be attention seeking and choose to ignore or distract the child to avoid negative reinforcement.
- Disempower the behaviour - you can listen from there; we will carry on when you are ready; come back into the room when you are ready.
- Recognise emotions e.g. I can see that you are feeling fidgety. Would it help if you stretched your legs by handing out the books? This may be agreed in advance as part of a support plan.
- When appropriate, discuss the difficult behaviour with a colleague who has taught the child before.
- Seek support from parents earlier, rather than later.
- Ask a trusted adult to talk to the child if you cannot get to the bottom of the problem. Sometimes the child may relate better to another member of staff.
- Devise a report card / 'catch me being good' card, giving the child small achievable targets in any given time. This may be shared with parents, Deputy/Headteacher as appropriate.
- Describe the behaviour, not the child e.g. “You are doing X, you should be doing Y.”
- Seek support from the SENCO / Headteacher who may be able to access outside agencies e.g. Educational Psychology Service, Behaviour Support Team, Aspects etc.

It is important to be consistent in approach, but flexible in practice, acknowledging that every child is different, and every situation is different.

Throughout all interactions with the child, the adults voice, body language and facial expressions should remain calm, firm and secure. Where possible, aim to speak privately to the child.

Strive to diffuse challenging behaviours before they escalate and become challenging. By following the above strategies, behaviours should rarely escalate beyond this level.

5b) De-escalation Script

This could be used by staff:

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

5c) Specific Strategies

It is important for pupils to understand their own feelings and behaviours as well as the impact they have on others. All Saints uses a range of age-appropriate strategies to facilitate this understanding:

- Social stories
- Comic Strip Conversations
- Drawing for talking
- Zones of Regulation
- Restorative Justice approach

5d) Interventions

Following analysis and discussion, which may include the completion of the Toolkit, or a Risk Reduction Plan, a range of nurture strategies may be used to support a pupil. These may include:

- Lego therapy
- Protective behaviours
- Skill Streaming
- Stop, Think, Do
- School bespoke programs
- Programs devised / delivered by outside agencies

Parents/carers will be informed before the introduction of any nurture intervention. Where parents/carers wish to withhold consent for an intervention, we would seek to explore their concerns and consider alternatives. We would only make a recommendation where we felt it necessary and important for a child's wellbeing and development.

5e) Class-based Self-Regulation Space

This is a designated place within the classroom such as a chair or a cushion for a child to use if they need space to self-regulate. The area will be in sight of the adults in the classroom. Children should be encouraged to use this space on their own initiative and at the discretion of the teacher if they are finding it hard to cope with some aspect of class or school life. It is considered a very positive step for children and should be encouraged as a way of helping that child find strategies to manage their own behaviour.

Guidelines for use of Class-based Self-regulation Areas

- The child may go without request or hinderance.
- The child must go quietly, not disturbing others.
- The time spent there must be quiet and focused on self-regulation activities or class work.
- The class / individual 'zones of regulation board' should be within easy access/sight.
- They may stay there until calm or ready to return to their normal place, though not normally for longer than 10 minutes without adult intervention.

- Resources required, in line with the ‘Zones of Regulation’ will be available e.g., simple mindfulness visual activity cards, sensory tools (as appropriate to the child)
- Any learning missed should be completed later, but the adults will never in any way be confrontational about this – it could replace home-learning that week or be done with additional adult support later the same day/week. **It should only be done at break time if their negative behaviour choices meant they missed learning time, not because they chose to self-regulate (which should be viewed as a positive behaviour choice).**
- They will be praised for taking this positive step to manage their own behaviour.
- No-one will draw attention to them being there.

5f) Other Self-Regulation Spaces:

Green Room (Wellbeing Room)

We have designated the room behind the EYFS Class to be a Wellbeing Room – known as the Green Room. The room has been resourced with a range of sensory equipment that can support self-regulation. For some pupils, use of the room is a timetabled part of their support plan in school. For others, it can be used as necessary.

Pupils can request to use the room, or be taken there by class staff or by a member of SLT to help self-regulation, as a quiet space for nurture support, or when a pupil’s behaviour may be dangerous/unsafe for others. In this latter situation, they may be escorted using STEP ON manoeuvres. Pupils should not use the room unsupervised, but we recognise some children may have a support plan that allows for this dependent on their needs.

Use of the room is not a consequence and should not be used as such. It is a strategy to help the children to regain their composure (move from a state of dysregulation to regulation) and be ready to return to their learning as soon as possible.

While a child is trying to self-regulate, the adult present will not try to find out what has happened / solve any problems. Only once the child is calm and regulated will this be attempted. It can follow the ‘Reflect & Repair’ process, depending on the child.

At an appropriate time after the incident, SLT will decide about consequences that need to be carried out **after** the child has calmed down. If a child is returned to their class after using the Green Room then they will be quietly welcomed back and not made to discuss the incident at this stage.

Willow / Birch

These break-out rooms can be made available should pupils need them to self-regulate or complete work away from the classroom. They are multi-use rooms and have a small selection of sensory resources available. Some pupils are timetabled to use these spaces, and they are used by staff/pupils from across the school.

5g) Sensory/Regulation Resources

The school has a wide range suitable resources to support self-regulation. A central store is in the Green Room (alongside the central SEND resources). Some children may have resources identified as part of their support plans. These are kept in classroom with the child if appropriate, so they are readily accessible. The Headteacher also has a small selection of sensory resources in their office to support pupils who need them. **Please return items when finished with so they are available for another child.**

5h) Whole school call and response system

We use a “call and response” system to help bring groups of children to attention/focus – adult claps a short rhythm which the children repeat back. The expectation for the children and other adults should be very clear (e.g. stop what you are doing, face the adult who has clapped and put everything in your hands down).

5i) LLDP Challenge Card (Sticker Chart)

My score this week:

Did you beat last weeks'?

This week I am very proud of:


Class teacher:

Parent:

Headteacher:

All Saints CE Primary School & Nursery

Listen • Learn • Do • Play



Challenge:

1. Listen
I will show that I am listening and focused.

2. Learn
I will make progress in today's lesson.

3. Do
I will do my very best.

4. Play
I will play kindly and respectfully.

	Lesson 1	Lesson 2	Collective Worship	Break	Lesson 3	Lunch		Lesson 4	Lesson 5	Home
						Hall	Play			
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Place a sticker, or rate out of 5, each session if the challenge was met. Count up your total at the end of each week.



All Saints Church of England Primary School and Nursery

Frequent Behaviour Record

Use this grid for pupils who frequently show particular behaviours and logging these individually would be overly time consuming. The sheet can be used for just one day, or for a short period to provide a snapshot over time of frequently seen behaviours. Consequences should still be given as appropriate; this sheet does not replace a response to the behaviours.

At the end of the week/day as appropriate, please provide to the SENDCO or HEADTEACHER so it can be added to the CPOMS log of behaviour needs for this child. Thank you.

Name of Pupil: _____

Class: _____

Week starting: _____

<u>Behaviours Seen</u>	<u>Frequency Tally - Day & Date:</u>				