



# BEHAVIOUR POLICY

## ST HILARY SCHOOL



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## Introduction

The Leading Edge Academies Partnership (the 'Trust') is a team of school leaders that aim to be Leading Edge and pioneering in their approach to education and well-being. We are a growing family of like-minded schools that offer a values-based education to the communities we serve and welcome staff, workers, pupils, parents/carers and volunteers from all different ethnic groups and backgrounds.

The term 'Trust Community' includes all staff, trustees, governors, pupils, parents/carers, volunteers and visitors.

We are a values-based Trust, which means all actions are guided by our six 'Es' as follows:

- **Ethical** – 'Doing the right thing'
- **Excellence** – 'Outstanding quality'
- **Equity** – 'Fairness and social justice'
- **Empathy** – 'Caring for others'
- **Evolution** – 'Continuous change'
- **Endurance** – 'Working hard and not giving up'

This policy is based on the values of **'Equity, Empathy and being Ethical'**

## Scope

The Behaviour Policy applies to all academies in the Trust and to all pupils who attend Leading Edge Academies. It sets out our shared values and expectations of good behaviour. In addition, a **Behaviour Policy Annex** is available for each Academy. This indicates:

- the person leading on behaviour
- the school's use of rewards and sanctions
- support for pupils at risk of exclusion

Our policy reflects commitment to follow DfE guidance on good practice and, where required, exclusion procedures. This is available at:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

In line with the DfE requirements we also acknowledge the legal duties of each academy under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs (SEND).

The policy should be read in conjunction with other relevant Trust and Academy policies, including anti-bullying strategy, attendance, physical intervention, SEND, Safeguarding, and Health and Safety.

The policy applies to all pupils who attend academies in the Trust when they are in school, and, as per Department for Education guidance, when they are taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or are in some other way identifiable as a pupil at the school.

## Values and Expectations

All Trust schools aim to be a happy and secure place for all. We apply a positive approach to good behaviour, where pupils are encouraged to conduct themselves in a responsible,

self-disciplined manner and to care about the needs and rights of others. Intrinsic to this is the trust that parents, pupils, staff and the local community are all involved in a strong partnership.

Our schools are dedicated to promoting the Trust's values, to ensure our pupils develop a strong sense of social and moral responsibility, which will prepare them for life both in school and beyond the school gate.

## **Policy Statement**

The Trust believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of Academy life is necessary. It seeks to create a caring and learning environment in each Academy by:

- promoting good behaviour and discipline through the Academy's Care, Guidance and Support levels;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging positive relationships with parents, guardians and carers to develop a shared approach to the implementation of the policy and procedures;
- encouraging respect for self, respect for others and respect for the environment.

## **Policy Procedures**

The LAC will establish, in consultation with the CEO, Principals/Headteachers, staff and pupils, the policy for the promotion of good behaviour and review it every year. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that the expectations are clear. The LAC will support the Academy in maintaining high standards of behaviour.

The Principals/Headteachers and the Senior Leadership Team will be responsible for ensuring the implementation and day to day management of the policy and procedures. This includes the support for staff faced with challenging behaviour.

The Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently applied. Mutual support amongst all staff in the implementation of the policy is essential. Feedback on the effectiveness of the policy is encouraged. The staff are responsible for ensuring a positive climate in classrooms as well as all other areas of an Academy. All staff are encouraged to ask for support if there is any difficulty in applying the policy. The Head of School will treat failure to apply the policy as a serious dereliction of duty.

Parents, guardians and carers will take responsibility for the behaviour for their child in and out of their Academy and are asked to support the policy in partnership with the Academy. Feedback regarding the effectiveness of the policy is encouraged and any complaints need to be addressed to the Principals/Headteachers as appropriate, in line with the Complaints Policy.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the Academy policy. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported to staff.

## **The Procedures**

The policy has three separate but interrelated sets of procedures:

- Rewards
- Sanctions – via a consequences hierarchy
- The Restorative Framework – Support and Challenge

## **Rewards and Sanctions**

It is vital that pupils are rewarded for good behaviour and that sanctions, where they are used, are applied fairly and proportionately to reinforce high expectations of good behaviour. The approach of each academy is set out in its own appendix (see Appendix 2).

In line with national guidance, we recognise the right of all academies to confiscate items, use community service, set extra work, take away privileges, screen and search pupils, use detention (with or without parental permission), seclude/isolate, physically intervene, discipline pupils even when they are not at school or in the charge of a member of staff, involve the police or initiate multi-agency review.

## **The Rewards**

The Trust's ethos of encouragement is central to the promotion of positive behaviour and raising student self-esteem. It will enable pupils to appreciate their strengths, and recognise the success of others and help them become positive citizens in society.

Praise can be linked to work, effort, willingness, contribution, teamwork, thoughtful actions to others and personal achievement;

And it should be given when;

- a. It is above the standard for that group
- b. It is above the standard expected of that student
- c. It is of a consistently good standard
- d. Pupils demonstrate the 10 Values, Attitudes and Attributes of High Performance Learning
- e. Pupils demonstrate the three Advanced Cognitive Performance characteristics of High Performance Learning

We should avoid giving rewards as bribes e.g. for classroom control

- On demand
- In a way that causes embarrassment
- In a way that devalues their worth to others e.g. overuse

### **Types of reward may include:**

- Positive comments in class or in marking.
- Awarding of a credit linked to one of the Academy's Values ('the six Es').
- Newsletter press releases report achievements and successes.

- Exceptional service may mean the Academy will nominate pupils for external awards.
- Achievement may be celebrated via certificates for academic excellence, endeavour and progress.
- Sporting and other similar achievements are celebrated in assemblies and other events when and where appropriate.

## **Consequences or Sanctions**

It is the primary responsibility of all staff to discipline pupils themselves rather than referring the pupils in the first instance to more senior members of staff. There is a clear and well-publicised hierarchy of consequences that will occur if rules are deliberately broken (see Appendix 2)

The following strategies may be used by staff in class or in the playground:

- Public/private reprimand or quiet warning
- Moving the student within the class
- Isolate within the class, ie to sit away from other pupils

## **Malicious Accusations**

We are required by the Department for Education to set out what disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff. In the unlikely event that this would happen, senior leaders will investigate and confirm consequences which may include fixed term or permanent exclusion.

## **Exclusion**

Our academies will take all reasonable steps to work with parents, put in place strategies to avoid exclusion and take reasonable steps to identify unmet needs and causal factors. Exclusion is a last resort.

Only the Headteacher of an academy is permitted to exclude a pupil. They will ensure that the child has an opportunity to give their account of the incident(s), contact parents as soon as practicable to inform them of the exclusion and write setting out further details as per statutory guidance.

Fixed or permanent exclusion may be used in response to a pattern of poor behaviour, non-cooperation and/or persistent breaches of the school's code of conduct over a period of time. Academies may also use permanent exclusion in the case of a single, very serious breach of the code of conduct or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Further details about when fixed or permanent exclusion will be considered are set out in individual academy appendices.

In considering exclusion, all Trust academies will have regard to the most recently published statutory [DfE guidance on school exclusion](#). Exclusion must be lawful, reasonable, fair and recognise schools' statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. We expect our academies to give particular consideration to the fair treatment of pupils from groups who are vulnerable and/or where a pattern of behaviour puts a child at risk

All pupils have a right to an education. All Trust Academies will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision will be arranged from the sixth day.

Exclusion should be viewed as a consequence of poor behaviour and also as a first step in setting positive expectations. For this reason, every child and parent/carer is entitled to a readmission meeting and, where appropriate, assessment of SEND and/or reintegration plan. Elements to be considered in integration include partnership with parents/carers and other agencies, therapeutic support/supportive practice through tutor, mentor or classroom teacher, identification of learning issues which might underlie behaviours, use of readmission meetings, behaviour contracts, Pastoral Support Plans and written warnings to help ensure that pupils clearly understand boundaries and consequences.

This policy recognises the role of governors in considering exclusion if the exclusion is permanent; it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or it would result in a pupil missing a public examination or national curriculum test. This process together with a summary of governors' duties is set out in the DfE guidance. Throughout the Trust, this is managed by the clerk and on behalf of the Local Academy Committee of each Academy. Where a panel is required, the Trust will normally nominate one trustee to join the panel.

## **Restorative Practice**

The Trust encourages restorative practices. Restorative practices are a range of practices that are aimed at maintaining and restoring relationships in schools. They focus on developing good relationships where there has been conflict or harm, and ensuring that the school ethos, policies and procedures reduce the possibility of conflict or harm occurring.

The underpinning Restorative principles of Trust Academies emphasise the importance of:

- fostering positive social relationships in a school community of mutual engagement
- taking responsibility and accountability for one's own actions and their impact on others
- respecting other people, their views and feelings
- empathy with the feelings of others
- fairness
- commitment to equitable process
- active involvement of everyone in school in making decisions about their own lives
- issues of conflict and difficulty being retained by the participants, rather than the behaviour pathologised, and
- a willingness to create opportunities for reflective change in pupils and staff

## **Use of Reasonable Force**

### **The Legal Framework**

Physical Restraint should be limited to emergency situations and used only in the last resort. Under the Pupils Order 1995, it is only permissible as described under the heading 'Physical Control'. Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a student from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the student himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline within the Trust among its pupils, whether during a teaching session or otherwise.

This policy draws on 'Use of reasonable force; Advice for Headteachers, staff and governing bodies' published by the DfE in July 2013.

### **Definition of restraint**

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

### **General Policy Aims**

Staff within Trust schools recognise that the use of reasonable force is only one of the last in a range of strategies available to secure student safety/well-being and also to maintain good order and discipline. Our policy on restraint should therefore be read in conjunction with our Safeguarding and Child Protection policies.

Specific Aims:

- To protect every person in the Trust community from harm.
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.

### **Why use restraint?**

Physical restraint should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise. Staff should always act within Trust's policy on behaviour and discipline, particularly when dealing with disruptive behaviour.

Staff should be aware that when they are responsible for pupils, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and wellbeing. Failure to physically restrain a student who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

### **Alternative Strategies**

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (eg is a student is about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the student complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened



- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the Trust's policy on behaviour.

### **Use of Physical Restraint**

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. It should never take a form which could be seen as a punishment. Staff are authorised to use reasonable force only in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the student to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a student's path or the staff member physically interposing him or herself between the student and another student or object. However, in some circumstances, direct physical contact may be necessary. In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

KCSIE 2019 provides additional guidance that reasonable force may involve either passive physical contact, such as standing between pupils or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

When physical restraint becomes necessary:

#### **DO**

- Tell the student what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the student's compliance

#### **DO NOT**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the student
- Attempt to reason with the student
- Involve other pupils in the restraint
- Touch or hold the student in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the student in a way which will restrict blood flow or breathing e.g. around the neck

- Slap, punch, kick or trip up the student

### **Actions after an Incident**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the student. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the student involved and any victims of the incident should be offered support, and their parents informed on the same day by a member of the Leadership Team.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural plan. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be recorded on the school's electronic recording system eg CPOMS.

The Head of School (or, in his/her absence, a member of the leadership team) will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

### **Risk Assessments**

If an Academy becomes aware that a Student is likely to behave in a disruptive way that may require the use of reasonable force, the Academy will plan how to respond if the situation arises. Such planning will address:

- Management of the student (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Tell the student what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

### **When might it be appropriate to use reasonable force?**

Examples of situations that may require restraint are when:

- a student attacks a member of staff, or another student
- pupils fighting
- a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects

- a student running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a student absconding from a class or trying to leave school (NB this will only apply if a student could be at risk if not kept in the classroom or at school)
- a student persistently refuses to follow instructions to leave an area

## Safe Touch

Pupils need to learn who they are and how they fit into the world. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing.

Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all pupils to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult. If pupils are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely.

In recognition of this, all staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Contain an angry child
- Affirm or encourage an anxious child or a child with low self-esteem.

The Trust has adopted an informed, evidence-based decision to allow safe touch in special cases as a developmentally appropriate intervention that will aid healthy growth and learning.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop self-soothing neuronal pathways until this safe emotional regulation has been experienced.

Where pupils have had insufficient experience of safe touch and calming regulation this may be a priority to help the brain to develop access to thinking, judging and evaluating mechanisms. Safe touch is one of the key ways of regulating pupils' emotions but it is a strategy that fully trained staff will use only under supervision and in line with a whole school Policy on Touch.

Other means of calming, soothing and containing pupils' strong emotions include:

- slowing one's pace
- lowering the voice
- breathing more deeply
- initially matching the pitch and volume of the child's emotional display and then regulating it down talking slowly, firmly and quietly in an unhurried and unflustered way
- providing clear predictable consistently held boundaries

The developmentally appropriate and therapeutic use of safe touch is defined by situations in which abstinence would actually be inhumane, unkind and potentially psychologically or neurobiologically damaging. Examples include the empirically backed beneficial use of touch in the comforting of a child who is in an acute state of distress and/or out of control. Not to reach out to the child in such circumstances could be re-traumatising and damaging, confirming or inviting anti-social behaviour patterns.

Abstinence in the face of intense grief, stress and/or rage reactions can lead to a state of hyper arousal in which toxic levels of stress chemicals are released in the body and brain. The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

In addition, gentle safe holding in line with the Trust's Behaviour Policy is appropriate if a child:

- is hurting him/herself or others, or is likely to hurt him/herself or others
- is damaging property
- is incensed and out of control, so that all verbal attempts to engage him/her have failed

Such necessary interventions are fully in line with guidelines set out in the Government Document 'Use of reasonable force – advice for headteachers, staff and governing bodies'.

Specific members of the Trust have been thoroughly trained in the safest and gentlest means of holding a child (Team Teach) which is designed to enable the child to feel safe and soothed whilst bringing them down from uncontrolled states of hyper arousal. Without this intervention, the child can be left at risk of actual physical or psychological harm.

Our policy rests on the belief that each staff member must appreciate the difference between appropriate and inappropriate touch and will need to demonstrate a clear understanding of the difference, acknowledging both the damaging and unnecessary uses of touch in an educational context. Touch is not to be used as an ill thought out or impulsive act of futile reassurance or as a means to ensure compliance.

All staff should ensure the following guidelines are adhered to:

- Staff members should agree the use of safe touch in discussion with the Leadership Team and its use regularly reviewed.
- Use brief, gentle contact on open or clothed parts of the body: hands, arms, shoulders, head, hair

## **Staff Development**

The Trust is committed to professional development for staff where needs arise and, in addition, individual academies will offer training and advice as part of ongoing professional development. This may include behaviour and classroom management strategies, the teaching of good behaviour, how to work effectively with pupils with SEND and opportunities to review specific incidents/pupils.

## **Monitoring and Evaluation**

Headteachers are required to report exclusion data on a termly basis to their Local Academy Committee. This should include an overview by year group, pupil characteristics, (race, gender, SEND, PP, CLA), reasons for exclusion (eg physical assault, verbal assault, bullying,

drug-related, other) to identify patterns, trends and any equalities issues that may need to be addressed.

The Trust will provide a consistent format for reporting and ensure that this policy is reviewed on an annual basis. Trustees will periodically review data across the Trust, provide feedback to academies and ensure that any training needs are met.

## Appendix 1 – Behaviour St Hilary School - Examples and Outcomes

|                                   | Example of Behaviour   | Possible Responses  | Possible Sanctions  |
|-----------------------------------|--|---|---|
| STAGE 1                           | <ul style="list-style-type: none"> <li>★ Wandering about</li> <li>★ Calling out/</li> <li>★ Interrupting the teacher</li> <li>★ Talking at inappropriate times</li> <li>★ Pushing and shoving in the line</li> <li>★ Irritating other children</li> <li>★ Interrupting other children</li> <li>★ Running inside the school building</li> <li>★ Being in the wrong place at the wrong time (eg. by PE sheds during break time).</li> <li>★ Talking in assembly</li> <li>★ Ignoring instructions</li> <li>★ Silly noises</li> <li>★ Not completing sufficient work in lessons</li> <li>★ Not completing homework to the expected standard, including reading regularly at home as outlined by the class teacher</li> <li>★ Silly or irritating name calling</li> </ul> | <ul style="list-style-type: none"> <li>★ Speak to child</li> <li>★ Eye contact</li> <li>★ Reminders</li> <li>★ Give child choices</li> <li>★ Either stop talking or sit somewhere else</li> </ul>   | <ul style="list-style-type: none"> <li>★ Change seating arrangement</li> <li>★ Sent to play elsewhere or with someone else</li> <li>★ Asked to apologise for behaviour</li> <li>★ Quiet reminder</li> <li>★ Non-verbal signals (e.g. Eye contact, pointing)</li> <li>★ Name on board – after 3 warnings in a day move to stage 2</li> <li>★ Some incidents in this stage may result in immediate loss of play e.g. talking in assembly as children are given constant reminders of this</li> </ul>  |
| STAGE 2 – TO BE RECORDED ON CPOMS | <ul style="list-style-type: none"> <li>★ Persistent stage 1 behaviour</li> <li>★ Deliberately harming someone</li> <li>★ Not responding to teacher</li> <li>★ Disruptive behaviour</li> <li>★ Deliberately causing a disturbance</li> <li>★ General refusal to do anything</li> <li>★ Accidental damage through carelessness</li> <li>★ Cheeky, off-hand comments</li> <li>★ Minor challenges to authority</li> <li>★ Rudeness affecting other pupil's learning</li> <li>★ Mild, one-off swearing</li> <li>★ Inappropriate remarks to other pupils including racial, religious or homophobic prejudice</li> <li>★ Lying about something that has been seen by a responsible adult</li> <li>★ Harmful/offensive name calling</li> </ul>                               | <ul style="list-style-type: none"> <li>★ Talk to child</li> <li>★ Discuss consequences of behaviour</li> <li>★ Separate child from scene or other children involved</li> </ul> <p>In repeated cases:</p> <ul style="list-style-type: none"> <li>★ A class behaviour book will record repeated cases of stage 2 behaviour</li> </ul> | <ul style="list-style-type: none"> <li>★ Separate from class or group for a while</li> <li>★ Send to another classroom</li> <li>★ Write a letter of apology or apologise verbally</li> <li>★ Completion of a 'Think Sheet'</li> <li>★ Complete unfinished work in own time e.g. playtime</li> <li>★ Possible temporary withdrawal of a privilege</li> </ul> <p>In repeated cases:</p> <ul style="list-style-type: none"> <li>★ Key Stage Leader or Deputy Head involvement</li> <li>★ Informal contact with the parents by class teacher</li> </ul> |

|                                   |  |  |   |
|-----------------------------------|--|--|---|
| STAGE 3 - TO BE RECORDED ON CPOMS | <ul style="list-style-type: none"> <li>★ Persistent stage 2 behaviour</li> <li>★ Deliberately throwing objects with the intention of breaking them or harming someone</li> <li>★ Harming someone so that they need medical help</li> <li>★ Deliberately damaging school or personal property</li> <li>★ Leaving class without permission</li> <li>★ Repeated refusal to do set tasks</li> <li>★ Continued and serious cheeky responses</li> <li>★ Serious challenges to authority</li> <li>★ Harmful or offensive name-calling, including racial, religious or homophobic remarks</li> <li>★ More serious or repeated swearing</li> <li>★ Verbal abuse of a child</li> <li>★ One-off bullying or manipulative behaviour</li> </ul> | <ul style="list-style-type: none"> <li>★ Referral to Key Stage Leader, Deputy Head or Headteacher</li> <li>★ Possible involvement of SENCo (Behaviour Support) to consider putting behaviour plan in place</li> <li>★ In the case of a racial incident, the appropriate action will be taken</li> <li>★ Head or Deputy begins to keep a record of incidents</li> </ul> | <ul style="list-style-type: none"> <li>★ Sent to headteacher</li> <li>★ Contact with parents</li> <li>★ Completion of a 'Think Sheet'</li> <li>★ Possible exclusion from classroom for a period of time</li> <li>★ Possibility of parent involvement in school e.g. working with their child</li> <li>★ Possible internal playground exclusion for a specified period of time (up to 2 days depending on severity of behaviour)</li> <li>★ Possible placing on SEN register for emotional and behavioural difficulties</li> <li>★ Consider involvement of outside agencies to assess need and to give support to the pupil, school and parents</li> </ul> |
| STAGE 4 - TO BE RECORDED ON CPOMS | <ul style="list-style-type: none"> <li>★ Persistent stage 3 behaviour</li> <li>★ Repeatedly leaving the classroom without permission</li> <li>★ Fighting and intentional physical harm to other children</li> <li>★ Throwing large, dangerous objects</li> <li>★ Very serious challenges to authority</li> <li>★ Leaving school grounds (or attempting to) without permission</li> <li>★ Verbal abuse of any staff</li> <li>★ Vandalism</li> <li>★ Stealing</li> <li>★ Persistent bullying, including racial harassment</li> </ul>   | <ul style="list-style-type: none"> <li>★ Immediate removal of offender from scene</li> <li>★ Situation to be monitored by teachers and headteacher/deputy headteacher</li> <li>★ Headteacher keeps a record of incidents</li> <li>★ Involvement of SENCo (Behaviour Support)</li> </ul>  | <ul style="list-style-type: none"> <li>★ Telephone parents and meet with them as soon as possible</li> <li>★ Internal exclusion from lesson</li> <li>★ Possible playground exclusion for a specified period of time (up to 2 days depending on severity of behaviour) where parents will be asked to collect their child for the lunchtime period</li> <li>★ Pastoral support programme considered</li> <li>★ Ban on representing the school and/or trips outside school-fixed period</li> <li>★ Completion of a 'Think Sheet'</li> <li>★ Involve outside agencies to assess need and to give support to the pupil, school and parents</li> </ul>         |
| STAGE 5 - TO BE RECORDED ON CPOMS | <ul style="list-style-type: none"> <li>★ Persistent stage 4 behaviour</li> <li>★ Extremely dangerous or violent behaviour</li> <li>★ Very serious challenges to authority</li> <li>★ Repeatedly leaving school grounds (or attempting to) without permission</li> <li>★ Physical abuse of any staff member/adult</li> <li>★ Malicious physical assault on another pupil</li> <li>★ Persistent verbal abuse to a member of staff</li> </ul>   | <ul style="list-style-type: none"> <li>★ Immediate removal of offender from scene</li> <li>★ Immediate involvement of Headteacher (or Deputy if Head is not available)</li> <li>★ Headteacher keeps a record of incidents</li> <li>★ Involvement of SENCo (Behaviour Support)</li> </ul>   | <ul style="list-style-type: none"> <li>★ Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion.</li> <li>★ Involve outside agencies to assess need and to give support to the pupil, school and parents</li> <li>★ Fixed term exclusion</li> </ul>  |
| STAGE 6                           | <ul style="list-style-type: none"> <li>★ Persistent stage 5 behaviour</li> </ul>   | <ul style="list-style-type: none"> <li>★ Governor disciplinary sub-committee convened. Permanent exclusion from school</li> </ul>  |   |

### **CPOMS - Incident Log**

All behaviour incidents from stages 2-5 will be recorded on CPOMS. These incidents need to be shared on CPOMS with the Headteacher, Deputy Head and SENCo,

ensuring clear lines of communication and that patterns of behaviour or broader concerns are able to be tracked, monitored and dealt with appropriately.



## Appendix 2 – Rewards and Sanctions

St Hilary School Behaviour Leads


- Head Teacher - Rob Hamshar
- Deputy Headteacher – Ashley Larter

### The use of rewards and sanctions at St Hilary school

#### Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance and through occasional rewards and privileges.

Rewards may include:

- ☆ Positive acknowledgement
- ☆ Positive parental feedback – speak to parents at drop off or collection, phone call home, positive letters / notes in planners, praise postcards, etc
- ☆ Infant children work towards earning School Star Badges (respect / healthy living / academic / creativity) awarded termly
- ☆ Juniors work towards gaining the four certificates (respect / healthy living / academic / creativity) – once all have been gained the child is awarded the School Reward Badge. 
- ☆ Weekly certificates in assembly – rewarded for demonstrating the school's and Trust's values.
- ☆ Sending good work to **SLT and subject leaders** for reward or praise
- ☆ Each class may also employ additional reward systems that are appropriate for their age to compliment those already in place eg: Golden Time, additional playtime
- ☆ Golden tickets awarded for Hot Chocolate Friday – all staff to award a ticket to a selected child clearly demonstrating the school values, timetabled on a four-week rolling rota

#### **House-points**

- counted weekly by a member the Pupil Parliament weekly
- Each week teams awarded points – 4<sup>th</sup> = 1 point, 3 = 2 points, 2 = 3 points, 1<sup>st</sup> = 4 Points
- Reported in the newsletter weekly
- Half termly House Trophy will be awarded to the winning team during a celebration assembly
- Annual winners decided by cumulative ½ termly results again scored on a 1 to 4 basis.
- Points will also be awarded for House Events

## Restorative Justice / Sanctions

Despite positive responses as a means to encouraging good behaviour St Hilary School there will be occasions where children's behaviour does not follow these Golden Rules.

### **Golden Rules:**

- ★ Follow instructions with thought and care.
- ★ Care for everyone and everything.
- ★ Show good manners at all times.

In these cases, it may be necessary to employ a number of sanctions to reinforce the Golden Rules, and to ensure a safe and positive learning environment. Additionally, we believe it is vital the children involved learn from their behaviour, through systems of restorative justice: helping them learn to re-build and improve upon the relationships that have been damaged as a result of the behaviour.

As with matters relating to reward, consistency is vital in addressing behaviour problems fairly and in a way that builds independent skills for resolving conflict as and when it arises. The responses therefore should be appropriate to each individual situation, but sit within the guidelines of this policy. Establishing these clear policy guidelines will empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment.

When dealing with all forms of inappropriate behaviour, teachers should follow these overriding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Establish logical consequences – A logical consequence is a sanction that should "fit" the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Work through the Restorative Justice Questions to resolve the problem (stuck to the reverse of Identification badges / lanyards)

- \* What happened?
- \* What were you thinking?
- \* What were you feeling?
- \* Who else has been affected?
- \* What needs to happen right now?
- \* How are we going to move forward?

This questioning aims to enable the children to:

- \* identify what went wrong and when it went wrong,
- \* identify what the emotional trigger for their actions was and how to respond to it in future,
- \* appreciate the full range of people their actions have an impact upon,

- \* develop positive response behaviours
- \* understand that 'fixing' the problem requires all parties to have an agreement about how the problem is resolved and the relationship is left in a more positive place than at the start!

Give each child a true sense that they will have a fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

### **Support for Pupils at risk of exclusions - Fixed-term and permanent**

For those children whose behaviour is continuing to be a cause of concern we understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all of our pupils through careful monitoring. Should it present itself as necessary, we will seek the support and guidance of other professionals such as:

Educational Psychologist

- Local APA outreach service
- Educational Welfare Officer
- Social Care
- Early Help Hub