



St Anne's Catholic Primary School

Attachment Aware Behaviour Policy

2022-24

St Anne's Catholic Primary School



Attachment Aware Behaviour Policy.

This policy is for all staff, pupils / students, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Learn to Love & Love to Learn in readiness for life...

St Anne's Catholic Primary School is a vibrant learning community, where everybody matters and everyone succeeds.

“At St Anne's Catholic Primary School, we have a holistic approach to our children's education. Our philosophy of behaviour management recognises that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong and build personal resilience within a Growth Mind-set approach.

Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world”, in readiness for life.

Our Policy reflects our Catholic Foundation and reflects our aspirations for each and every individual in our school:

Jeremiah 29:11

11 For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002 Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

INTRODUCTION

This policy should be read in conjunction with the school's Friendship and Anti-Bullying Policy, Child Protection and Safeguarding Policy and the Policy for the Care and Control of Pupils (Including Positive Handling/Restraint), Equality Policy, SEND Policy, Child on Child Abuse Policy, inclusive of Harmful Sexual Behaviour and the school's document for the Graduated Response to Pastoral Care and Management of Behaviour.

This policy has been produced in collaboration with all staff so as to be clear and understood. It is available by request, as a paper copy, and on the school website. The following key aspects of school practice have been addressed to contribute towards improving the quality of pupil behaviour,

- A consistent approach to behaviour management.
- Strong school leadership at all levels.
- Classroom management.
- Rewards and sanctions.
- Behaviour strategies and the explicit teaching and modelling of good behaviour.
- Staff and Governor development, training and support.
- Pupil support systems.
- Liaison with parents/ carers and other agencies.
- Managing student transition.
- Organisation and facilities.
- Our school Mission Statement, Vision and Values

SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, or disruptive behaviour.

At St Anne's our approach to behaviour management is informed by the knowledge that in the main, inappropriate / challenging behaviours can be avoided or significantly reduced and managed through proactively promoting and supporting positive social, emotional and mental health and delivering high quality first teaching.

Roles and Responsibilities:

Maintaining good behaviour is the responsibility of all, including staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop and nurture their attitudes and behaviours for all aspects of life.

The Governing Body

The Governing Body is responsible for

- reviewing and approving the written statement of behaviour principles. The Governing Body will also review this policy in conjunction with the Headteacher and monitor the policy's effectiveness.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy and Principles in conjunction with the Governing Body. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure it is applied consistently.

- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead (Deputy Headteacher) is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Leading on and Supporting behaviour management in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the Governing Body, headteacher, Wellbeing Team and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Pupils are responsible for:

Pupils are expected to follow the school's expectations that have been identified as important and integral to learning by themselves and staff in our school behaviour systems, related to our school SCORE Values and Be Attitudes.

Staff

Teaching Staff are responsible for:

- Implementing this Attachment Aware Behaviour Regulation policy consistently
- Modelling positive behaviour at all times, using the school's defined procedures and following the school's defined graduated response to behaviour management and support
- Providing a personalised approach to the specific behavioural needs of particular pupils, liaising with external agencies and other staff as necessary
- Accurately recording behaviour incidents using the school CPOMS system.
- Communicating effectively with parents to enable effective partnerships in supporting children's behaviour giving practical and emotional/social support for the children.
 - Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
 - Aiming to teach all pupils the full curriculum, whatever their prior attainment or needs.
 - Planning and adapting lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
 - Teaching and modelling expected behaviour and positive relationships, demonstrating good habits in accordance to the school's Catholic character and Mission.
 - Being responsible and accountable for the progress and development of the pupils in their class.
 - Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties and how to intervene appropriately.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Mental Health Lead (Deputy Headteacher)
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- The senior leadership team and the Wellbeing and Welfare Managers will support staff in responding to behaviour incidents in line with the school's graduated response to behaviour and well-being when necessary.

Parents

Parents are expected to:

- Support their child in adhering to the school's expectations for behaviour and learning.
- Themselves, support the Parent Behaviour Charter for the school.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly and work collaboratively in partnership with school, to enable the best outcomes for their child.
- Engage with external agencies to support their child's behaviour in school as and when necessary

Policy Aims and Objectives

*St Anne's Catholic Primary School treats **all** children with **unconditional respect** and has **high expectations** for both **adults' and children's learning** and **social** behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our high expectations.*

- *To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect for all.*
- *To help children develop a sense of worth, identity and achievement*
- *To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices*
- *To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving*
- *To have clear systems and structures to support staff in knowing all pupils well and taking an approach to learning that builds security through recognising strengths and celebrating success leading to strong, positive classroom relationships.,*
- *To provide the scaffolding required for good learning and for independence and building of character.*

Our whole school ethos builds relationships by recognising everyone is unique, building self-esteem and self-awareness.

Our curriculum allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic and personal aspirations.

Our approach to learning supports recognition and inclusion for all within the local, national and international community.

Our work with the community builds sustainability in relationships and connects our children with relevant learning opportunities as well as supporting and working with our families and other professionals.

*We hope to achieve these aims through this policy based on **rights, responsibilities and respect**. Praise, rewards, privileges, and positive role-modelling will support the development of **self-discipline** and the capacity to make **positive choices***

These aims are linked to the Gospel Values that underpin all that we do as a Catholic school and our associated school **SCORE Values** which are also linked across our House Teams (represented by Patrons who have been chosen as positive role models for the children), to the **British Values**.

School Score Value

Linked British Value

S elf-Esteem	Democracy
C ommitment	Individual Liberty
O rganisation	The Rule of Law
R esilience	Mutual Respect
E xcellence	Tolerance

Our House Team Patrons:

Maximilian Kolbe	
Mother Theresa	
Oscar Romero	

Elizabeth Prout



Basil Hulme



Principles and Practice

Staff and children have worked collaboratively to establish our Behaviour principles (Appendix 1) that will underpin the high expectations of behaviour in school and on school premises with a view to continuing these values outside into the community. Staff have received training to support understanding of key attachment aware principles to support co-regulation.

An essential part of our practice is to give very clear direction of what is and what is not expected, and to re-enforce by rewarding appropriate pupil behaviour and endeavour. Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

All staff will be made aware of and trained in the knowledge that potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- **Positive teacher-pupil relationships** are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND:

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned sensory breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher and has any reasonable adjustments made
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other related conditions
- Ensuring that the content of all SEND plans and EHCPs is reflected and observed in the teaching and curriculum for particular children.

Any negative pupil behaviour in the classroom is initially the responsibility of the class teacher and support staff, since it may result due to a variety of reasons; learning difficulties, teaching style, inappropriate resources, or pupil grouping which can be altered. All staff acknowledge and understand that there is a professional obligation upon teachers to examine and reflect upon their preparation of a lesson, classroom organisation, and classroom performance.

Classroom management

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Relationships between teacher and pupils, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way pupils behave. Classrooms should be organised to develop independence and personal initiative and to be inclusive, nurturing environments.

Break and lunch times.

Some pupils can find it difficult to manage their behaviour in the unstructured times at both break and lunch times. Staff supervising must ensure that they maximise opportunities to interact with learners and ensure pupils are engaged in appropriate activities. Staff supervising the children will familiarise themselves with Individual Behaviour Plans, Autism Passports and other necessary school behavioural records and information. Some children will have an arrangement to attend the CASA (Care at St Anne's school Pastoral Room) to support their social and emotional development and help them to learn strategies that they may use when they feel more confident on the playground. Should the need arise, the school Wellbeing and Welfare Manager and Pupil Wellbeing Managers will support children at unstructured times, in line with their personal plan, who struggle pervasively with their own behaviour management outside of the classroom. All plans in this instance will be closely monitored and reviewed at allocated times and communicated to parents in partnership. Class teachers must be informed and contribute to, the plans for these children at unstructured times as required.

Behaviour Curriculum:

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to

acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils.

Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Classroom Expectations and Routines:

The school also has an established set of classroom routines and high expectations to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed. To support pupils' continued awareness and understanding of classroom expectations and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines and expectations. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and calm learning environment. Pupils have SCORE Passports to self evaluate their behaviour for learning which are supported by the school's SCORE behaviour Principles and rooted in the Gospel Values of mutual respect, tolerance, love and forgiveness.

Rewards and Consequences.

We praise and reward positive conduct including behaviour for learning; our approach is designed to promote and acknowledge good conduct as we recognise behaviours we like to see. Reward schemes are in place to recognise this (Appendix 1). Healthy, trusting relationships built upon mutual respect are an essential element of developing positive conduct amongst children and staff. It is everyone's responsibility to:

- Always focus on positive conduct and try to identify and praise children who are doing the right thing. (We praise the behaviour that we want to see most) “ ___ I notice that you are ready to begin”; “Thank you ___ for looking this way”; “Thank you ___ for your maturity” etc.
- Give proximity praise - we praise other children, seated around a child, who are doing the right and required thing.
- Call home to a parent to praise their child, including messaging facility on Class Do Jo.
 - Celebrate successful behaviour using the class Board of Recognition.

When giving praise, teachers and teaching staff ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.

- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers and staff encourage pupils to praise one another, and praise another pupil to the teacher/staff, if they see them modelling good behaviour.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group
- Time spent with a chosen staff member and /or friend
- Headteacher Awards

Consequences

At St Anne's our behaviour policy reflects the understanding that all actions have a consequence and we aim that the children's understanding of how their actions and decision-making affect others and themselves, will grow and develop as they mature. There will be times when some children need additional support with this over time. Our behaviour principles (Appendix 2) will, at all times, be appropriate not only to the chronological age of each child, but also to their developmental stage, considering their emotional and social development and any other potential barriers to understanding that they may face. School consequences will be introduced to children as part of the school's scripted conversation strategy and graduated response to behaviour management.

Consequences may include:

- A missed proportion of playtime under supervision of the class teacher or wellbeing team staff member
- A request to correct/improve the choice of behaviour
- A missed playtime under the supervision of the class teacher or wellbeing team staff member
- A change of face – discussion with a key stage lead or wellbeing team staff member

All consequences will be followed up with a restorative conversation between the child and the staff member who has initiated the consequence and who has been present throughout. Class teacher will inform parents on the day, if a consequence for behaviour has been given, beyond a request to change a behaviour.

Interventions and Management:

To maintain our high expectations of behaviour school staff will:

- Follow the school's scripted conversations for precise and consistent management of behaviour when necessary (Appendix 3)

- Follow the school's 30 second intervention strategy to diffuse low level distraction quickly and effectively. (Appendix 3)
- Consistently deliver the school's agreed methods of behaviour management with all children and in all circumstances, in the classroom, outdoors, and when working with children off site.

Interventions at a further stage of the school's graduated response:

In the instance where a child requires further support with behaviour management, following discussion between the class teacher and the SLT the school will initiate next steps:

- Following discussions with the class teacher and Key Stage Leader, the Deputy Headteacher or Assistant Headteacher will discuss behaviours with the child and the class teacher, collaboratively. This will follow the school's scripted conversation strategies as far as is possible.
- Support will be given to enable the child to change their behaviour and a time scale set for this to be seen.
- Parents will be informed of the meeting by the DHT or the AHT and class teacher will record the conversation on CPOMS.
- Should the negative behaviour be repeated, then the Headteacher will speak to the child and the Well Being and Welfare Manager will hold a pastoral session with the child. The Headteacher will write to parents notifying them of the school's decision to begin behavioural support in line with the school's graduated response.

The level of behavioural support chosen will be unique to each child and will take into account all aspects that may be influencing and contributing to the child's behaviours. School understands that behaviour is a form of communication.

At this initial stage the class teacher will write and IBP (Individual Behaviour Plan) or if an Early Year's child a Play Plan. This plan will be informed by the school SENDCO also if the child is on the SEND register or has been identified by school as needing in - school support at that time. At all times children with SEND will be supported in line with advice from external professionals working with the school and the plan will be mindful of the child's IEP (Individual Education Plan), EHCP (Education and Health Care Plan) and any other recommendations for support. The child may be referred for in-school Pastoral support with the Well Being and Welfare Manager. For any child with a diagnosis solutions and strategies recommended will be observed at all times within the plan and in delivery of universal class teaching strategies.

The IBP will be shared with parents and review times set accordingly. Class teachers will communicate regularly with parents on their child's progress.

At the next stage of intervention, should there be little or no improvement in behavioural outcomes, the Headteacher will again write to parents and speak to them over the phone, inviting them into school to discuss next steps. At the meeting the Headteacher will explain further support to be put in place by school and how this will be measured.

The class teacher school Mental Health Lead (Deputy Headteacher) and/or the Well-being and Welfare Manager or Pupil Wellbeing Manager, will then meet with the child and parents to create a school based Pastoral Support Plan. This will put in place and progress measured. This plan will take on the form of a 'team around the child' approach and will be informed by all relevant staff and external agencies. Key adults working with the child and integral to the plan will be identified and named. At this stage of the process the Behaviour Improvement Team will be informed and a referral will be made to their service for the appropriate level of intervention (either 1:1 or small group support). If considered an

appropriate action for the plan, the school will refer to the school's external Counsellor Service (The Listening Tree) for intervention of the school Mental Health Practitioner. School will also begin a higher level of in - school Pastoral support at this time. The class teacher will be responsible for ensuring that all aspects of the child's Pastoral Support Plan are in place, monitored and evaluated daily. The class teacher will communicate regularly with parents.

The Headteacher will also regularly review with the 'team around the child' to measure the success and impact of the plan and allow for the planning of next steps. Where any SEND needs are already present or considered the SENDCO will be involved and consulted and will advise staff and parents and consult with the pupil at each stage.

Following the success of an IBP or a school based Pastoral Support Plan, and following a review, all successes and achievements will be celebrated with the child and his/her family.

Interventions at the next stage of the school's graduated response

At St Anne's we recognise that for our children, self - regulation is a journey and it is unique and personal to each child. We aim to achieve the best outcomes for our children, following the above stages of our graduated response and through nurturing positive relationships and good communication strategies. However, should there be an instance when a child's behaviour continues to escalate despite interventions and robust planning put in place by school, then the school, considering the safety and wellbeing of the child themselves and all members of the school community, will follow the following process:

Physical Intervention

The use of physical intervention needs to be used following the correct guidance.

All incidents of physical intervention must be reported to the Headteacher, recorded in the bound and numbered book and kept in the Headteacher's office.

This policy should be read in conjunction with The DfE guidance (updated July 2017) Use of Reasonable Force and will be used appropriately. This relates to legislation of Education Act 1996 and Education and Inspection Act 2006.

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions.

Examples of situations that may call for judgments of this kind include:-

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting, causing risk of injury to themselves or others.
- A pupil is committing, or on the verge of committing, deliberate damage to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, through rough play, or by misuse of dangerous material(s) object(s).
- A pupil absconds from a class or tried to leave school other than at an authorized time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would:
- Entail serious risks to the pupil's safety (taking account age and understanding), to the safety of other pupils or staff, or damage to property; or
- Lead to a behaviour that prejudices good order and discipline, such as disrupting other classes.
- A pupil persistently refuses to follow an instruction to leave a classroom.
- A pupil is behaving in a way that seriously disrupts a lesson.

- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

It is important to note that the use of reasonable force will only be applied at this school as a last resort, when all other alternatives have been exhausted and that any force used will be reasonable, proportionate and absolutely necessary.

At St Anne's we use Team Teach de-escalation strategies to help us manage this. Should a child need regular de-escalation or be at risk of this there will be a Positive Handling Plan (PHP) put in place. Parents will be fully informed at each stage of the plan.

Should a child continue to risk the safety of themselves and/or others, the Headteacher will meet with the parents of the child and outline the next steps:

A referral escalation will be made to the Behaviour Improvement Team.

Removal from the Classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

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

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

An internal isolation will be considered in line with the school's graduated response, should a child's behaviour be significantly disruptive/cause harm to themselves or others either on occasion or in the case of a repeated, harmful incident.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The Headteacher will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher – in consultation with relevant staff, will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Suspension and Exclusion

In the case of any extreme behaviour or ongoing extreme behaviour causing harm to others or damaging property, the Headteacher may choose to impose a suspension or exclusion. At this point, the school will engage further with the local authority Behaviour Improvement Team and hold a meeting with parents to discuss the next steps and a local authority external Pastoral Support Plan.

At this stage parents will be informed of all possible outcomes of the plan including that at this stage, their child is at risk of further exclusion/exclusion.

Exclusions may only be given by the Headteacher. The Chair of Governors will be consulted in all cases of exclusion. A report of exclusions will be given to the Governing Body termly by the Headteacher.

Exclusions and suspensions are a last resort and will follow the school's Exclusion and Suspension Policy. All relevant external professionals will be informed of exclusions or suspensions by the Headteacher in line with the Exclusion and Suspension Policy.

The school endeavors to follow the graduated response to behavior management as outlined in this policy and in the school's Exclusion Policy in each instance. However, we are aware that often behaviours can be spontaneous and that the circumstances surrounding a child can change quickly and unexpectedly at times. Should the Headteacher feel at any time, dependent on the child's circumstances and/or behaviours presenting, that progress through the graduated response needs to be escalated then this will be implemented, and parents and relevant professionals including the LA will be informed of this decision. The support and communication given by the school, outlined at each stage of the process, will remain in place.

All behavior incidents must be logged on the school's CPOMS reporting platform by the class teacher or other relevant adult. The Headteacher and SLT members must be alerted to incidents requiring intervention through the graduated response. SLT meet and discuss behavior logs no less than once every half term.

Behaviour outside of school premises

Pupils at St Anne's must agree to represent the school in a positive manner. Our school Behaviour Principles apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Friendship and Anti-bullying Policy.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs **termly**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is July 2024.

Additional Information – Appendices:

See Below.



Appendix 1:

Rewards and Recognition

In School weekly Awards: (Reviewed Termly)

Pupil /Learner of the week.

SCORE Value Awards - weekly and termly.

Safeguarding Ambassador Awards

Most Improved Attendance Award

Board of Recognition

Class Dojo Points

School Learning Platform awards

Footsteps Award

Additional opportunities for Role and Recognition:

Subject Ambassadors

Sports Ambassadors

Friendship Ambassadors

CAFOD Club

School Council
Minnie Vinnies

Safeguarding Ambassadors

SEND Ambassadors

JRSOs

Y6 end of Year Awards and Citations linked to SCORE values

The Spirit of St Anne's Award

The Readiness for Life Award

Recognition for achievement outside of school (including the Roll of Honour)

Headteacher's Award



Appendix 2 Behaviour Principles

As staff we commit to:

Relentless routines and vigilance
Prepare and care
Clear and concise information
Consistency and reliability
Positive relationships
Positive role model
Engage
Calm

Our 5 SCORE Values and within them, our 3 Step 'Relentless Routine for behaviour for learning.'

SELF-ESTEEM

Have belief and be proud

1 Commitment

Start respectfully with a positive attitude

2 Organisation

Be ready and prepared

3 Resilience

Be brave, begin, never give up

EXCELLENCE

Be the best that you can be

Age appropriate phrasing for Early Years:

Self Esteem: Care
Commitment: Be calm and be happy
Organisation: Be ready to learn
Resilience: Never give up
Excellence: Always do your best



Appendix 3

Scripted Conversations and Stepped Behaviour Interventions

1. Close proximity and non-verbal que...

- Hand on the shoulder
- Gesture
- Remove distraction and thank the child
- Thumbs up
- Smile and eye contact
- Distract with a question
- Point out a positive – notice positive behaviour
- Move position/stand nearer to the child
- Use of change of tone/speed of voice and a pause

2. 10 second intervention

- I notice that..., I can see that.... remember our expectation is...

e.g. (refer to the expectations below...)

Commitment – Start respectfully with a positive attitude

Organisation – Be ready and prepared

Resilience – Be brave, begin, never give up

- I remember when... (example -last week you completed all of your work)
- When I come back to you I need to see...
- When I come back, I need you to...
- Thank you and walk away.

If required repeat above once and escalate to 30 second intervention:

- This is the last time I will ask you to meet our expectation to be...
- This is the last I will ask you to meet our expectation to do...

3. Reminder and Consequence

- We will need to have a chat about this after the lesson

- Thank you and walk away
- **De-escalation strategies**

Where negative behaviour is present and persists beyond the initial interventions, staff members will implement de-escalation strategies to diffuse the situation. All staff are trained regularly in de-escalation strategies and positive behaviour management.

Some strategies include but are not limited to:

- Calm presentation and using a modulated, low tone of voice
- Using simple, direct language.
- Do not be defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they make a better behavioural choice, at any time then they can turn the situation around.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, you won't finish your work before playtime" becomes "if you return to your seat, I can help you with your work before we go out to play".
- Planned ignoring – whilst retaining full vigilance of the situation
- Distraction – talking about unrelated topics and known, preferred interests of the child. Using objects of fascination/interest to distract and re-engage.

