



All Saints CE Primary School & Nursery

Positive Behaviour & Relationships Policy

Date written: June 2019

Date adopted by Governing Body: October 2019

Review Schedule: Triennially (annual discussion)

'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. ETHOS

To develop positive relationships that secure outstanding behaviour, progress and achievement by promoting and supporting pupil engagement with education within a caring Christian environment.

2. AIMS

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. We are a caring community whose core values are built on mutual trust and respect for all, based upon the guiding principles of our Christian ethos. 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.

Our overarching aims are:

- To promote self-esteem, self-discipline and positive relationships demonstrating respect towards each other and adults by all members of the community behaving in a considerate way.
- To promote an understanding of personal responsibility.
- To educate to eliminate bullying, racism, sexism and other forms of prejudice.
- To encourage consistency of response to both positive (prosocial) and negative (antisocial) behaviour.
- To maintain high standards of appearance and orderliness around the school, encouraging children and adults to take a pride in themselves, their school and the wider community.
- To ensure effective learning opportunities for all.
- To ensure inclusive practice and equality of opportunity for all.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage a strong partnership between home and school in the implementation of this policy.

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

EYFS September 2014

3. OUR VALUES

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.

The core values that we consider to be vital at our school are:

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; Romans 14.19</i>

See Appendix 1 – Our School Values.

4. RESPONSIBILITIES

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating school values and principles through:

- Teaching right from wrong, respect for others (including their views and beliefs) and honesty.
- Encouraging self-discipline and ownership of behaviour.
- Praising positive behaviour by using positive phrasing and reminders.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.
- Being good role models.

Staff responsibilities:

- Create a safe and stimulating environment for pupils, rooted in mutual respect and care.
- Plan, prepare and lead engaging experiences for all pupils
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Work towards understanding reasons for challenging behaviours by listening to pupils carefully, analysing their behaviour choices, and considering wider factors that influence behaviour choices.
- Carefully monitor the impact of any support programmes that may have been put into place.
- Recognise pupils' learning barriers may be a reason behind challenging behaviour.
- Develop strong attitudes of self-worth and respect for others amongst the pupils.
- Use a range of strategies to manage behaviour positively in line with Steps training, e.g. positive phrasing, offering limited choice, disempowering the behaviour, consequences.
- Communicate openly with parents, and respect their knowledge of the children.

Children's responsibilities:

- Consider the school values in their actions – love, kindness, resilience, understanding.
- Show respect for each person.
- 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.
- 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.
- Take responsibility for themselves and their belongings.
- 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.

At All Saints, children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

Parents' responsibilities:

- 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 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.

5. OUR CODE OF CONDUCT

Our values are reflected within our Code of Conduct and class rules (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.

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.

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.
- We will include others in our games.
- We will be honest and truthful when things go wrong and try to put it right.

Lunchtime Code of Conduct:

- Walk everywhere in the school with care.
- Line up for dinner quietly and sensibly.
- Carry your tray carefully and give way to children carrying trays.
- Talk quietly to your friends, use good table manners and do not rush your meal.
- When you have finished, raise your hand and you will be asked to return to your classroom or the playground.

6. STEPS BEHAVIOUR MANAGEMENT

All Saints adopts the Hertfordshire STEPS therapeutic approach to behaviour management. It has an emphasis on consistency, on the teaching of internal (self) discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation and to reduce the risk of harm. An important aim of Hertfordshire Steps is to provide opportunities to support and debrief both children and staff after an incident, particularly if restrictive physical intervention has been required.

Staff are trained in 'Steps' to level one and any new staff joining the school receive this training as soon as practicably possible. Annual refresher training is provided for all staff.

7. PROMOTING POSITIVE (PROSOCIAL) BEHAVIOUR

We recognise that 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. It is our aim to create an environment in which good behaviour is the norm.

Curriculum & Learning

Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include Anti-Bullying and Online Safety weeks. The school is developing a 'Character Curriculum' aimed at encouraging pupils to learn the impact of pro-social (and anti-social) behaviour on others, and to support pupils in acquiring emotional resilience to cope with their daily feelings. A calm, engaging and well-ordered learning environment is as conducive to good behaviour as it is to good learning. As part of this process we are responsible for growing 'internal discipline' (self-discipline) in the children whom we teach.

'Circle time' is used where necessary to give children an opportunity to discuss their thoughts and feelings, and to help them to build respect and self-esteem.

'Zones of Regulation' boards are used in class to help children gain skills in self-regulation (self-control, self-management, impulse control).

Year 6 pupils are trained as peer mediators and support pupils during play and lunchtime to help solve any minor disagreements and improve conflict resolution skills for all pupils.

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; sending children with an example of good work to another class teacher, the Deputy Head and/or the Headteacher; recognising achievements through the 'Star of the Week' assembly in the Early Years Foundation Stage and KS1, and whole school achievement assemblies; telephone call home to celebrate/praise; giving feedback on personal achievements in lessons and at parent consultations.
- **Privilege and choice:** golden time reward for whole class positive behaviour in KS1, reflecting both our school values and Learning Powers; use of class based motivational awards, such as raffle tickets and marbles; giving children specific responsibilities within the class or school; encouraging children to play a part in specific school initiatives, e.g. reading with younger children.
- **Awards:** stickers; stars; ink stamps; smiley faces; positive comments on work; merits; house points and Gold slips.

Class Reward Systems

Class reward systems are linked to the positive reinforcement of the school's Learning Powers: Resilience, Relationship, Reflective and Resourcefulness. These are designed to develop self-regulated learners, and the emphasis is on rewarding pro-social behaviours. Children demonstrating a positive approach to learning will be acknowledged according to the class reward system. This may take the form of a star chart, positive learning tree, class marbles etc. Merits will be linked to this system (see below). Children demonstrating outstanding Learning Powers, going above expectations, at any one point, will be given a Golden slip. A record of this will be sent home. (See Appendix 2 – Gold and Red Slips).

Whole School Merit System

To reward good behaviour for learning, pupils will have a merit book in which to record merit points. (See Appendix 3 – Whole School Merit System)

Merits are awarded for demonstrating good learning behaviours which are linked to the school's Learning Powers. These are exemplified by children showing the qualities outlined below:

- A keenness to answer questions; active participation.
- 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.
- Asking questions and finding our answers from different sources.
- Evidence of continuing interest in learning outside the classroom.
- Meeting personal targets.
- Good organisational skills.
- Making a special contribution to an assembly.

Whole School House Point System

School House Points are awarded:

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

Play/Sports Leaders can also award PlayLeader 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.

At the end of the week, the house points are collected and the winning house is announced in the school Achievement Assembly. Each half term, the total for each house is collated and three reward options offered to the leading House – extra play, a craft activity or treat. These will take place on the last day of the half term, or as soon as practicable afterwards. The totals then revert to zero for the next half term.

Lunchtime Provision

The lunchtime staff use house points, and a raffle ticket system to promote and recognise good behaviour. The raffle tickets are put into a weekly draw and two tickets are drawn at random in a whole school assembly. The children with winning tickets are rewarded with a small prize or a merit.

Raffle tickets can be awarded for example:

- Modelling/demonstrating school values explicitly
- Following instructions immediately
- Lining up quietly and sensibly
- Demonstrating good manners in the dining room
- Helping others on the playground

8. STRATEGIES FOR MANAGING ANTI-SOCIAL BEHAVIOUR

Therapeutic Approach

At the core of our approach is the understanding that there is a reason for all behaviour choices, 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 at our school to seek to understand the reason why a young person is presenting problem behaviour and try to change the circumstances in which the behaviour occurs. The important principle is that we analyse children's behaviour and not moralise about it. Finding out why a child acts in a particular way 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 the behaviour.

In most cases a quiet firm reminder from a familiar adult, introducing an element of choice about the outcome, is expected to be sufficient to modify the behaviour. It is important to give positive choices and highlight possible outcomes so that the child has the ownership of their behaviour and the control over the consequence.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. Some children, including those with SEN who have specific needs that impact on their behaviour, find it difficult to continually follow the Code of Conduct. Individual strategies will therefore need to be implemented to support them.

The Hertfordshire Steps 'Roots and Fruits' exercise and 'anxiety maps' (see Appendix 4) support 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.

9. LEARNING & PROTECTIVE CONSEQUENCES OF ANTI-SOCIAL BEHAVIOUR

Adults have the responsibility to use consequences that are related to the problem behaviour, and as a result 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.

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

Educational consequences involve learning or rehearsing so that the freedom can be returned. They include the completion of a 'Reflect and Repair' sheet (see Appendix 5), rehearsing appropriate behaviours, research, assisting with repairs (as appropriate), completing tasks, educational opportunities and restorative meetings.

Class Teachers maintain behaviour records (see Appendix 6) in which disruptive behaviour is recorded.

Behaviour	Consequences include:
<p>Child's behaviour is impacting negatively on their own learning</p> <p>This is includes:</p> <ul style="list-style-type: none"> • Task refusal • Not listening to instructions 	<p>Cumulative Response to Difficult Behaviour</p> <ul style="list-style-type: none"> • Non-verbal rule reminder. • Verbal rule reminder. • Second verbal rule reminder. • Change of seat/location in class. <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' sheet completed. (See Appendix 5). 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, a red slip (Appendix 2) will be sent home to parents / carers in the first instance and a meeting may then be arranged (this can be informal 'at the door'). • If this behaviour persists, the school may complete the roots and fruits and anxiety mapping exercises and use this to plan a way forward using the STEPs 'Conscious and Unconscious Behaviour Plan (See Appendix 7). • 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 rule reminder. • Verbal rule reminder. • Second verbal rule reminder. • Class-based time out in a designated place. • Time-out in a neighbouring year group classroom to complete work, where class-based time has not been successfully adopted by the pupil. • Where another pupil is hurt, property damaged or if behaviour is persistently difficult, a 'Reflect and Repair' sheet should be given during the next break / lunch. This must be shared with a member of staff. A red slip automatically sent home to parents / carers in the first instance and a meeting may then be arranged.

	<ul style="list-style-type: none"> • Time with the Headteacher, Deputy Headteacher or member of the Senior Leadership Team. <p>After “time out” a pupil may miss some playtime and the Class Teacher will discuss the pupil’s behaviour with them, as well as strategies to help the pupil to manage their behaviour.</p> <p>Suggested 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’ sheet. <p>Protective consequences</p> <ul style="list-style-type: none"> • Limited access to specific activities for a 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. <p>Where behaviour is regularly persistent and disruptive,</p> <ul style="list-style-type: none"> • Complete the roots and fruits and anxiety mapping exercises and use this to complete a ‘Conscious and Unconscious Behaviour Plan.’ • 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, then 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 • Escorted in social situations • Differentiated teaching space • An Individual Risk Management Plan to be completed (See Appendix 8). • Interventions to be put in place to support the pupil • SLT may choose to contact outside support agencies, e.g. Safe Space, Educational Psychologist, The Primary Behaviour Support Team, Amwell View Outreach, ASPECTs, Herts Steps County Lead

	<ul style="list-style-type: none"> • At the discretion of SLT, internal exclusions and fixed-term exclusions may be used <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.
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Teacher strategies to de-escalate situations in each category can be found in Appendix 9.

10. LUNCHTIME & PLAYGROUND BEHAVIOUR

In the playground we expect the children to play fairly and sensibly. Where disputes occur, it is the responsibility of the Midday Supervisors to resolve the matter at the time as far as possible. Midday Supervisors should also instruct children to seek support from peer mediators for minor disagreements which do not require adult intervention. Any unresolved incidents that require further adult intervention must be reported to Class Teachers by the end of play or lunchtime. Any high-level disruptive behaviour during lunchtime is reported to the Headteacher or Deputy Headteacher and may involve a record being made.

A proactive approach is needed to prevent unacceptable behaviour. To ensure this, it is vital that staff circulate and engage with children positively. Children should be distracted or redirected if a situation is becoming a problem, such as a game becoming heated. Playground rule reminders must be given, using the vocabulary of school values, or referring to the code of conduct. Use of 'walk with me' is useful to allow a child to calm down 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.

If a pupil's behaviour during lunchtime is inappropriate, they will have 'time out' to give them a chance to reflect on their behaviour. If after 'time out' the inappropriate behaviour continues, or they refuse time out, the pupil will be removed from the playground (or classroom in case of 'wet' playtime) and the pupil will be given the 'Reflect and Repair' questions to complete. The lunchtime staff and/or Class Teacher will then discuss the pupil's responses to the questions to allow the pupil to reflect on their behaviour.

For behaviour that is particularly disruptive or unsafe, lunchtime staff should follow their STEP On training, and use the de-escalation script.

For children who find it difficult to manage their behaviour for the duration of lunchtime, a 20/20/20 system is put in place. This will allow the children to have a more structured lunchtime and an opportunity to have a more positive lunchtime experience. Specific plans or approaches for individual pupils will be shared with the staff team so they are aware of what is in place for those pupils.

Procedure for the end of Play:

1. First bell – Stand still, stop talking and get off the apparatus.

2. Second bell – Walk into line and wait quietly.
3. Infants and Juniors wait in line for their teacher to meet them on the playground.
4. Children walk into class quietly and wipe shoes on the mat as they enter the room.

A member of the Senior Leadership Team will be present in the playground / field for the last 25 minutes of the KS2 lunchtime.

11. RISK ASSESSMENTS

Our school's positive behaviour and relationship policy forms the plan for the majority of our children. In addition, some children may require an Individual Risk Management Plan to formalise strategies that differentiate from policy.

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk management plans. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Learners who may need a risk management plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. A plan will:

- Take into consideration the times/places/lessons that give the learner greater anxiety – triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learner's anxiety and enable the learner to show positive behaviours at school.
- Give clear de-escalation strategies and scripts that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

12. RESTRICTIVE PHYSICAL INTERVENTION

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)

If there is a need to physically intervene when dealing with children's behaviour, all staff must follow the Restrictive Physical Intervention Policy based on Steps Training.

Restrictive physical interventions may be used:

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility);
 - To prevent a child from injuring self or others;
 - To prevent or stop a child from causing serious damage to property (including the child's own property).
- (see school's Restrictive Physical Intervention Policy, in the Child Protection Handbook)

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

Procedures are in place for supporting and debriefing the pupil after any significant incident, as it is essential to safeguard their emotional wellbeing and help them reflect and progress.

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?

14. EXCLUSION

Internal exclusion

This involves being removed from a class for either 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. Parents are always informed of this decision and invited to meet with the Headteacher and classteacher to discuss the concerns, reasons for internal exclusion and, if appropriate, support/behaviour plan.

External exclusion (fixed term or permanent)

We do not wish to exclude any child from school. We acknowledge they have a right to attend school and access learning activities in a supportive, protective environment. We value each child as a unique individual and aim to support them in making positive behaviour choices, but on occasion exclusion may be necessary where their behaviour poses a significant or extreme risk to others and/or themselves, or where the context of school triggers this behaviour. Very rarely, exclusion may be used as one of a number of responses to behaviour that reflects the intent of a child to physically or seriously harm another. It is always a tool of last resort, used when all other strategies we can implement have failed.

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. A fixed term exclusion can be used while we put in place other measures to support the child. Permanent exclusion would mean the child continuing their education in another school. The school follows the HCC Exclusion Guidance (April 2016) 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>

In the case of a fixed term exclusion, 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 following an external exclusion.

Behaviour which could lead to 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 (see paragraph below)

'Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)' Department for Education - Statutory Guidance 2012.

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

15. GENERAL PRINCIPLES

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

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.

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.

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.

16. PARENTS

The school values its relationships with parents very highly and recognises the important contribution families make to helping children meet the school's expected standard of behaviour. Where there are difficulties, we want parents to be actively involved with the school in seeking solutions.

Good communication between home and school is crucial to the success of this policy. Informal meetings with parents (for example, when collecting their child at the end of the day) are important occasions to mention successes and concerns at an early stage. For children whose parents do not collect them from school, staff should telephone for an equivalent informal chat. Alternatively, a quick "Note from the teacher" could be used in the Reading Record books.

Staff must deploy tact and good interpersonal skills to avoid confrontation or unnecessary anxiety and should be aware of issues of confidentiality when discussing matters in a public space. It is important to ensure that our approach is explained to new parents when their children join the school.

17. MONITORING AND REVIEW

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on this, making recommendations for further improvement if necessary. The School maintains records concerning incidents of misbehaviour, including red slips, 'Reflect and Repair' sheets and logs. The Headteacher records those incidents in which a child is sent to him/her on account of bad behaviour, all serious instances of inappropriate behaviour (including bullying) and any incidents of racism.

We also keep a record of any significant incidents that occur at break or lunchtimes. Lunchtime supervisors give written details of incidents on incident log sheets. These are forwarded to the Headteacher on completion. The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

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).

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.