

Positive Relationships and Behaviour Management Policy Sheep Dip Lane Academy

Status	Statutory/Non Statutory
Responsible Directors' Committee	
Local Governing Board	Local Governing Board
Responsible Persons	Principal/Academy Inclusion Manager/SEND CO
Date Policy Agreed	March 2022
Review Date	November 2022
Date of next review	September 2024

Version Control

Version	Revision Date	Revised by	Section Revised
V1	May 22	F Parish	Introduction guidance date change bullet point 4 from 2002 to 2012. Bullet point 9 latest update May 2022. Removal of Covid returning to school guidance. Section 1 – revised from the recovery covid curriculum Section 2/3 removed covid related Section 6.0 – Reviewed values for Trust and learning to learn characteristics 2022 Section 7 – Review of lunchtime procedures supervision to transition to the hall or back to class details added. Section 10.1 – Review post incidents, added restorative approach and teacher/leader only issuing consequences. Appendix
V2	Nov 22	F Parish A Parkhurst	Section 1.0 Our behaviour curriculum – in response to the DFE Behaviour in Schools September 2022 guidance
V3	March 23	F Parish M Copestick	Rationale - Inclusion of Keeping Children Safe in Education, DFE (2022).

Sheep Dip Lane Academy: Positive Relationships & Behaviour Management Reviewed – November 2022

Linked Policies: Anti-Bullying Policy, Equalities Policy, Safeguarding Policy

Rationale

The positive relationships policy and procedures have been reviewed in relation to all safeguarding and child protection procedures.

The policy is based on the research recommendations reported by the EEF in the Improving Behaviour in Schools Guidance (2019) and the work of Paul Dix as published in the book “When the adults change, everything changes” (2017). The EEF recommends that schools ensure their approach to promoting positive behaviour follow the following:

- Recommendation 1: Know and understand your pupils and their influences
- Recommendation 2: Teach learning behaviours alongside managing misbehaviour
- Recommendation 3: Use classroom management strategies to support good classroom behaviour
- Recommendation 4: Use simple approaches as part of your regular routine
- Recommendation 5: Use targeted approaches to meet the needs of individuals in your school
- Recommendation 6: Consistency is key

This policy takes into account information provided in:

- Behaviour In Schools Oct 2022
- DFE Guidance for suspension and permanent exclusion from schools, academies and pupils referral units in England, including pupil movement Sept 2022
- Ofsted Equality and Diversity Impact Assessment: Inspecting Protected Characteristics Sept 2021
- Equality Act 2010
- Education Act 2011
- Education and Inspections Act 2006
- “Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and / or Autistic Spectrum Disorders” 2012
- “Reducing the need for physical restraint” 2019
- Use of Reasonable Force Guidance July 2013 (England)
- Keeping Children Safe in Education, DFE (2022).

1.0 Our Behaviour Principles

At Sheep Dip Lane Academy, we fully support the rights of all members of our community to work, learn and play in a safe, supportive and stimulating environment. Within our academy we use the Thrive Approach (Ftc) to ensure our curriculum supports children's personal, social and emotional development well. Staff teach children acceptable codes of behaviour including our three golden rules, our routines, expectations and use rewards and consequences in line with this policy.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the three golden rules of being: **'No hurts, stick together, have fun learning'**

All members of staff accept their responsibility for establishing positive professional relationships with the children to meet each child's individual social and emotional needs. All members of our community must aim at all times to be good role models.

1.1 Our Values

Our values are central to our academy culture and ethos.

- 1.1 **INSPIRE** - All members of our organisation aim for excellence in their individual professional roles, in our innovative, evidenced-based practice and in our pupils so that we can all fulfil our potential in whatever we aspire to do or be!
- 1.2 **INCLUDE** - We are concerned with achieving equitable, diverse and quality education for all pupils. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure.
- 1.3 **INTEGRITY** - We always act with integrity. By allowing high levels of autonomy wherever possible, we are able to nurture personalised learning approaches and focus on developing holistic people.
- 1.4 **EXCEED** - Excellence and enjoyment should be an entitlement for all children and adults working in our Trust. We are developing cutting-edge, research-informed and highly engaging pedagogies that ensure high levels of progress and rapid development of staff; leading to the highest levels of achievement for all!

Our behaviour curriculum is reinforced by our learning characteristics, these are developed and maintained through the golden thread of strong, positive relationships. Our learning characteristics are:



Motivation

Motivation – we want to succeed, like to get stuck into our learning and are excited to learn new things



Resilience – we will never give up, we believe in ourselves, we say I can do this



Teamwork

Teamwork – we encourage each other and work together to reach a shared goal



Creativity

Creativity – we share ideas, like to try doing things in different ways and expressing our learning with passion



Investigation

Investigation – we ask questions, love to discover new things and know it's ok to get things wrong as we take ownership in our own learning



Evaluation – we reflect on our learning and what has gone well, we share our findings and make changes and improvements

Our Academy Motto - Believe, Achieve and Thrive together!

2.0 Aims of the positive behaviour policy:

- To ensure all our children have the right to learn and feel safe within our academy environment.
- To ensure high expectations and standards for children’s behaviour for learning.
- To provide a clear guide for our children, staff and parents/carers on our behaviour expectations.
- To specify how we use a calm and positive approach that reinforces our values and learning characteristics at all times
- To ensure all staff, parents/carers take a collective responsibility for the behaviour of the children and work together supportively.
- To share good practice and support training to ensure consistency in the language we use and our approach to promote positive behaviour.
- To give guidance on the use of reflective conversations, pastoral support, logical consequences and sanctions that support all children to manage their emotions, understand and follow our rules and expectations.
- To detail the methods we use to report and respond to any occurrence of inappropriate behaviours for consistency, analysis and to plan effective support.

3.0 The Purpose of our behaviour policy

- This policy has the following key principles:
- To be easily accessible and easily understood by children, staff, parents and carers.
- To ensure we are fully inclusive and consider carefully the needs of all children and staff.
- To provide explicitly the procedures we all follow in sufficient detail to ensure staff are proactive and consistent across the academy in our approach to developing positive behaviour with the children.
- To provide support so that we teach appropriate behaviour through positive reinforcement.
- To reinforce that behaviour is a way of communication for most children and behaviour that does not meet our high expectations means that a child has made the wrong choice/s.
- To align with other key policies and procedures that support children’s welfare, safety and well-being.
- To act as the starting point for our vision by being clear about our expectations, values and the attitudes for learning we want to develop with children. All of which are part of our academy culture.

An effective relationship and behaviour management policy is one that seeks to support and lead children towards high self-esteem and self-discipline. This occurs when positive, good relationships are formed and high expectations of good behaviour are clearly set.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and achievement. **We aim to provide positive everyday experiences that enable our children to reach their full learning potential.**

4.0 A Mindful Behaviour Curriculum:

Our behaviour curriculum defines the expected behaviour we wish to see from children within our academy. At the start of every half term our staff focus with the children on our rules, expectations and daily routines for positive behaviour for learning to establish safe practice within the classroom and wider academy setting.

Within our curriculum we support children’s personal, social and emotional development staff are trained to recognise signs of trauma and loss with children especially following the pandemic. We know this for some children trauma and loss can trigger the emergence emotionally of anxiety, stress, anger and many more sensations in any child. The overall impact cannot be underestimated. We recognise that a child’s behaviour following trauma and loss of any kind can quickly change and that this is also a way of communication. Our approaches to address and support trauma and

loss in anyway focuses fundamentally on wellbeing and establishing secure positive relationships for good development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.

Strong relationships between children, staff and families **is the golden thread at the heart of our academy**, with this a **secure understanding** of each and every child and member of staff, (their knowledge, understanding and skills) **recognising strengths** and **identifying the next steps to support their learning journeys**.

5.0 The Thrive Approach

We are proud to be an embracing Thrive approach school which means we train our staff using the latest child development and attachment theory and in scientific developments in neuroscience. All members of our community are fully committed to work together to establish a positive school culture, promote effective learning within an environment where all children and young people can feel safe, enjoy and achieve.

At the centre of our positive relationship management practice is a knowledge and understanding of all children, their differences and similarities. Mutual respect is essential, all members of our academy community must be treated fairly and sensitively acknowledging and respecting all cultural, emotional, social and spiritual differences. *Behaviour can change and every child can be successful once they are equipped physically to recognise bodily sensations and feelings. The Thrive approach helps us understand the needs being signalled by a child's behaviour and gives us targeted strategies and activities to help them re-engage.*

- ✓ *Helping children to **Stop, Feel, Think and Act** appropriately.*
- ✓ *Positive support is more likely to change behaviour than controlling and punishing.*
- ✓ *Positive systems for rewarding good behaviour will increase children's self-esteem and in turn help children achieve.*

An acute awareness of every individual child's needs through our class based screening enables us to support them and act with compassion and fairly. We support children in acquiring and practicing self-discipline and the necessary skills to enable them to make the right choices in their actions.

Reinforcing good behaviour helps our children feel good about themselves.

For more information on how we use the Thrive approach in our everyday practice refer to:

Thrive Policy and Thrive dedicated section on our academy website.



6.0 Our Academy's expectations for children and adults

The Principal and Senior Leaders must:

- **Take responsibility for implementing this policy** to ensure high standards of expectation for children's conduct and behaviour.
- **Ensure high standards of expectation are clearly followed and understood** by all children and staff.
- **Ensure the expectations are consistently and fairly applied** to create a safe and calm learning environment.
- **Be a visible presence** each day around the academy to **reinforce expectations**.
- **Encourage use of positive praise** through class based rewards, phone calls/postcards and proud/principals certificates
- **Use behaviour data to target** and **assess interventions** and **communicate** this data regularly to relevant teams of staff.
- Ensure **staff training needs** are identified and targeted.

- **Support staff in managing positive behaviour** effectively for children with more complex or challenging needs.
- **Regularly celebrate staff and children whose efforts go above and beyond expectations.**

All staff must:

- Take time to welcome children at the start of the day (at the gate/entry door) and following transition time ie after lunchtime
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to ‘No hurts, stick together, have fun learning’ and the academy’s values and learning characteristics: teamwork, motivation, creativity, resilience, investigation and evaluation.
- Actively promote and recognise positive behaviours publicly
- Listen to children and respect their views
- Model how to care for our surroundings and resources

We recognise that members of staff who promote positive behaviour well, consistently do the following:

- ✓ Deliberately and persistently catch children doing the right thing and praise them in front of others
- ✓ Know classes, groups and individuals well and develop positive relationships with all children
- ✓ Relentlessly work to build mutual respect
- ✓ Remain calm and keep check of their emotions to help regulate children
- ✓ Demonstrate unconditional care and compassion

We provide training and support on induction for colleagues new to working within our academy, alongside regularly analysis and review of systems and procedures to meet guidance and the needs of our academy community.

Children tell us that they want teachers to:

- Give them a ‘fresh start’ every lesson, every day
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour (when appropriate)

Parents/carers:

We value the relationships we build with our parents/carers, we do expect to work in partnership with the academy’s policies and guidelines for behaviour in the interests of their own children and of the whole academy community. There is a whole academy commitment to praise; all achievements – including exemplary behaviour, politeness, kindness, tolerance, care and understanding - are acknowledged. We hold sessions to share our policy and procedures with parents/carers so that they understand how we use the Thrive approach and our systems, rules and processes. Building the positive relationships with families enables us where appropriate to include parents/carers in the support we give if required when a pupil who is not making the right behaviour choices, this includes holding review meetings to share interventions in place and the success or changes of these.

7.0 Behaviour for Learning

Our 3 Golden Rules

- 📌 **No hurts** -We show everyone respect, we care and show kindness
- 📌 **Stick together** – We collaborate, look after our learning environment and celebrate our achievements;
- 📌 **Have fun learning** - We are motivated, resilient, engaged and strive to achieve

Our rules link with our learning characteristics:

No hurts – *respect and teamwork*

Stick together – *teamwork, build resilience and keep on going*

Have fun learning – *motivation, show creativity, investigate, explore and evaluate*

In line with EEF report’s recommendation 4, we recognise that clear rules, routines and fair and logical consequences has the best impact on behaviour. Through the use of the Thrive approach being consistent and relentless in these routines including the language we use helps build pathways for children so they feel secure and develop their own intrinsic behaviours that meet our expectations.



Paul Dix – Pivotal Education discusses this by saying, *‘The truth is there is no alternative to the hard work; building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.’*

Our 3 Golden Rules which can be applied to all aspects of academy life with our learning characteristics are taught and modelled explicitly and displayed around our learning environment.

7.1 Induction to our behaviour culture for children

Induction into our routines, rules and systems: at the start of every academic year and at points through the year children are taught and familiarised with the behaviour culture at Sheep Dip Lane Academy. We do this through classroom discussions, in each lesson, practising routines and in our assemblies, lunch times, start and end transitions each day. When a new child starts mid-term this is explained and we use a buddy system to help develop an understanding alongside staff of the routines, rules and systems so that they understand and can follow the expectations with support.

Our 3 Golden Rules	Thrive Approach Consistencies	3 R’s – Respect, Recognition, Rewards
<ul style="list-style-type: none"> 🔍 No hurts 🔍 Stick together 🔍 Have fun learning 	<ol style="list-style-type: none"> 1. Daily meet and greet at the gate/door 2. First praise/focus on good behaviour 3. Building positive interaction 4. Daily, in all lessons teaching/modelling of our rules and learning characteristics 5. Use VRF’s vital relational functions to attune, validate, contain and regulate. 	<ul style="list-style-type: none"> ○ Use your recognition boards ○ Class rewards: dojos, pomp oms, crystals, star of the day/week ○ Proud Thursday and Principal awards ○ Parent/carer positive direct feedback(Tapestry/Seesaw, phone call home) ○ Postcards ○ SLT/Principal Praise

7.2 The 5 Pillars of practice for all staff:



7.3 Building Pathways for Pupils Positively

All members are expected to model our academy ethos in their interactions with children and with other staff.

Identify the behaviour we expect to see

Explicitly teach our behaviour expectations

Model the expected behaviours

Practise the behaviours

Recognise and notice excellent behaviour



Relentless Routines			
<p>80/20 Positive Praise Publicly (PPP) Remind- discreetly/ in private Use non-verbal reminders (pec cards, gestures) Time in not time out</p>	<p>Transition points: Clapping rhythm, countdown from 5 Active listening –no hands up 3 signal transitions</p>	<p>Consistent VRF's (vital, relational functions) and language Fantastic walking Legendary lines Walkers of the week</p>	<p>Outdoors – 1 bell ring/whistle blow to stop, look, listen, 2nd ring/whistle blow walk to your lines Use 2 lines same register order</p>

Building the pathways positively

Our Thrive Approach to support, restore and repair and script difficult interventions

We use a calm and consistent approach to addressing the wrong behaviour choice with a pupil by:
Using a child's name, getting down to their level, using eye contact and calm tone in our voice.
Reminding with a positive shining a light e.g. 'I noticed you chose to show me... well done'

Reminder:

Remember we... reminding of our rules e.g. **'Remember we use no hurts, show me, thank you.'**
Using **thank you** rather than please to set the expectation.

Warning:

Warning: Notice and say what you see finishing with the word STOP e.g. 'I noticed you ran, stop'
Follow-up with a reminder and encourage the child to make the right choice.
Repeat a warning a second time only – **'This is the second time I have spoken to you. Think carefully and make the right choice, do you need my help?' (do a learning check)**

Re-focus or Calming:

If the behaviour continues **contain and direct. Time in not time out**
Encourage to turn the behaviour around – **'Let's make the right choice, we can turn this around.'**
For returning to focused learning – Direct to the in class focused learning table, do a learning check, provide scaffolds if needed, break it down, set a short goal e.g. timer or next 3 steps. Check back in.
For calming – direct to the **calming area** (bean bag or safe space seating close to class) **give space, go back co-regulate** if needed and remind to return to learning or catch up at break time and talk together to get back on track.
Remind to restore e.g. **'Do you remember when you... This is the behaviour I expect to see from you... I know you can make the right choice...'**
Outside – direct to a **bench to calm** or **walk alongside you for 5 mins.** Talk about what's happening to assist to calm.

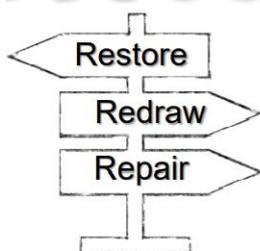
***Do not describe the child's behaviour in front of them to another adult. Other adults unpick once a child is ready they do not ask a child what unacceptable behaviours they have shown.**

Time out for safety:

Use 'Stop you are being unsafe.' Contain the behaviour if this is unsafe for the child, peers or staff member.
Use a change of adult if needed.
Direct to the safe space chairs outside of class or time out and allow a choice to calm safely. Use positive reminder to walk safely.
Allow space but reassure you are there and will keep checking in.

Follow up, repair, restore:

Check once a child is calm:



Some questions you could ask:

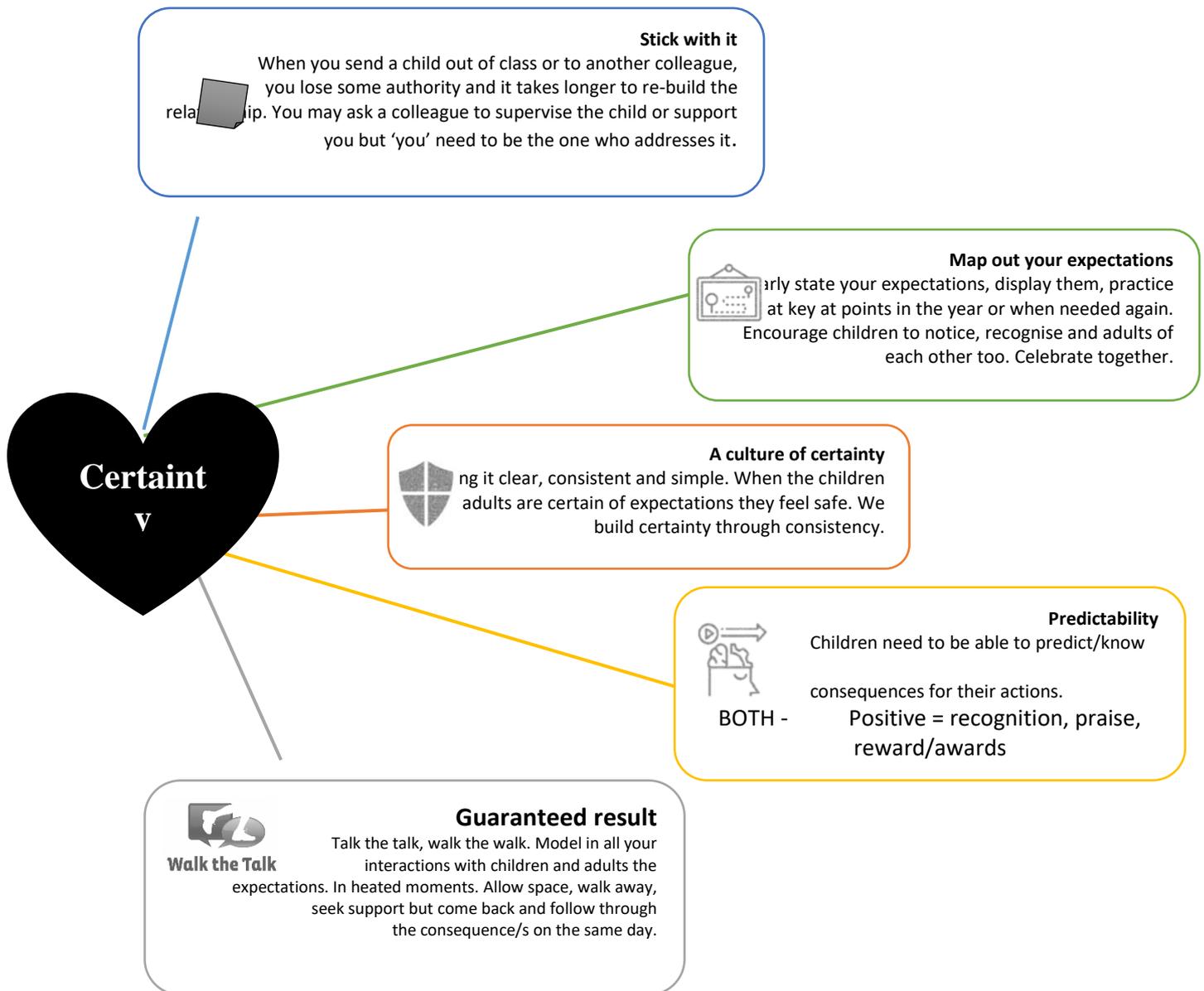
- What happened?
- What was going through your head in the moment?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to make things right?
- How can we do things differently in the future?

Bespoke support:

For some children's needs the support is planned and may not follow all of these steps. Please use and follow personalised plans, feedback, reflect and review with support if this is needed.

8.0 Creating the climate and culture

A culture of certainty, enables the teachers and the children to feel safe. We work together at Sheep Dip Lane Academy to do this.



8.0 Consequences Overview:

Within our academy we use a range rewards to reinforce and praise good behaviour (80:20 rule). The class based rewards are developed at the beginning of each year with the children so that they understand expected behaviours and they can work towards goals and achievements.

We have clear sanctions and consequences, these should:

- 1 – Make it clear to the child that unacceptable behaviour is not **sticking together** and following our rules and values.
- 2 – Explain how the wrong choices they have made affect others.
- 3 – Be clearly understood by the child, logical, fair and consistently applied by all staff to help children and staff feel secure.
- 4 – Consequences need to be proportionate to the wrong choices made/behaviours shown.

All incidents are recorded on weekly overviews/CPOMS. See Appendix A for consequences and recording onto CPOMS. To support a consistent approach to recording incidents on CPOMS – a staged approach is used.

The consequences on Page 13 give appropriate consequences but is not an exhaustive list. Consequences are personalised to the incident and also when needed to the child and their needs.

All class teachers should follow the academy's procedures and policy and for some children individual plans detailing rewards and sanctions may be necessary.

9.0 Consistency of Consequences

Stages	Behaviour Exhibited	Strategies	Consequences
Stage 1 – low level	<p>Low level disruption – talking over teacher, shouting out</p> <p>Not following instructions – not engaging in learning</p> <p>Disrupting peers – distracting others, wandering</p>	<p>Highlight the good behaviour – point out others or positive reminders</p> <p>Learning check – offer scaffolds, break it down, model</p> <p>Non-verbal cue – visual, gesture, encouragement</p> <p>Verbal reminder – discreet warning, rules reminder</p>	<p>Time in to catch-up – teacher check in and follow up talk. Remind and restore.</p> <p>Record on weekly grid – monitoring types of low level, patterns in lessons/days of week/times of day, seating position.</p>
Stage 2 – medium level	<p>Repeated low level disruption/refusals–refusal to engage in learning, damage own learning</p> <p>Significant disruption to learning– disruption to own/peers learning, wandering in class, running out of class</p> <p>Verbal or physical aggression – use of inappropriate language or aggression</p> <p>Deliberate damage – learning, equipment</p>	<p>Verbal reminder – discreet warning, rules reminder, target</p> <p>Warning to stop and direct – say what you see, remind to think.</p> <p>Time in - direct to focused learning table, calm cushion area of safe space near class.</p> <p>Follow up – repair and restore, explore what needs to change and how to support</p> <p>Pastoral support – check ins, reminders and planning to support breaks/lunchtimes, group direct work.</p>	<p>Time in to catch up – longer than stage 1, at end of day is a lesson 4 concern</p> <p>Loss of social time - longer than stage 1 and a task e.g. re-tidy classroom logical consequence, clean up where an damage was done and repair.</p> <p>Written reflection – with adult support write an account of behaviour/next steps</p> <p>Phase SLT involvement – support teacher/staff with child, a 1-1 risk assessment following physical aggression</p> <p>Record on CPOMS</p> <p>Parents/Carers informed – patterns of behaviours, invited in to discuss strategies with teacher/Phase SLT</p> <p>Monitoring period with a review – x1/x2 week monitoring card with a target to be monitored by SLT morning/afternoons, Review Phase SLT/teacher & parent</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stage 3 – high level</p>	<p>Significant verbal or physical aggression—persistent verbal/aggression towards peers/adults.</p> <p>Discriminatory language or aggression – racial, gender, homophobic, transphobic, or towards disability</p> <p>Targeted intimidation or bullying – online or in person, repeated verbal or physical aggression</p>	<p>Warning to stop— say what you see, remind to think.</p> <p>Contain by directing – to a safe space, direct or guide if unsafe to self/others, removal from class if risk assessed indicates immediate risk to self/peers/adults use of time out space to reduce sensory overload if needed or allow safe space</p> <p>Additional support - change of adult to stand alongside, support with calm talk and give positive reminders</p> <p>Allow space – at a safe space give physical space, limit verbal, breath alongside, say you’re giving space to help calm</p> <p>Follow up – repair and restore, explore what needs to change and how to support</p> <p>Pastoral support – check ins, reminders and planning to support breaks/lunchtimes, group or 1-1 direct work.</p>	<p>Loss of social time - longer than stage 2, and a task e.g. re-tidy classroom logical consequence, clean up where an damage was done and repair.</p> <p>Written reflection – with adult support write an account of behaviour/next steps</p> <p>Removal from class – only if risk assessed shows immediate safety risk – this is a sanction for a child</p> <p>Phase SLT involvement – support teacher/staff with child, a 1-1 risk assessment following physical aggression, bullying recorded onto form, explore with SENCO wider agency referrals for additional support, DSL explore any out of school challenges/safeguarding that could impact on child</p> <p>Record on CPOMS, possible internal suspension learning with SLT out of class for a short period</p> <p>Parents/Carers informed – patterns of behaviours, invited in to discuss strategies with teacher/Phase SLT</p> <p>Behaviour Support Plan and review – individual thrive screening completed with consent, PHP completed with the child and these and the behaviour plan done in liaison with parent/carer and child, Review Phase SLT/teacher & parent</p>
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Stage 4	<p>Significant incidents of intimidation or bullying usually repeated</p> <p>Physical assault causing significant harm peer/adult</p> <p>Use or threat of use, of an offensive weapon or prohibited item</p> <p>Significant discriminatory abuse</p>	<p>Warning to stop – what is unacceptable, reminder of rules</p> <p>Contain and direct – to a safe space, immediate assessment of risk, use of time out space to reduce risk, allow space</p> <p>Immediate additional adult support – to stand alongside, support with calm talk, reminders and support to safe hold only in the risk to child’s safety, peers/adults as a final strategy when all others have been utilised</p>	<p>Loss of social time - longer than stage 3, and a task e.g. re-tidy classroom logical consequence, clean up where an damage was done and repair.</p> <p>Written reflection – with adult support write an account of behaviour/next steps</p> <p>Removal from class – only if risk assessed shows immediate safety risk – this is a sanction for a child</p> <p>Principal/Phase SLT involvement – support teacher/staff with child, to contact parent/carers, a 1-1 risk assessment following physical aggression, bullying recorded onto form, inform with SENCO wider agency colleagues who have been supporting the child and seek additional support through inclusion panel, DSL explore any out of school challenges/safeguarding that could impact on child</p> <p>Record on CPOMS</p> <p>Possible external suspension, managed move through LA inclusion panel or</p> <p>Parents/Carers informed – invited to attend immediately for a meeting with Principal/or SLT to discuss incident/s and Principal’s decision and plan for child</p> <p>Trust informed – Principal to inform CEO/COO to discuss incident/s, Principal’s next steps and support for the child</p> <p>Behaviour Support Plan and review – individual thrive screening completed with consent, PHP completed with the child and these and the behaviour plan done in liaison with parent/carers and child, Review Phase SLT/teacher & parent</p> <p>Possible consideration of permanent exclusion - in response to a serious breach or persistent breaches of the school's behaviour policy and or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school</p>
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10.0 Extreme Behaviours

Some behaviour is regarded as totally unacceptable such as deliberate and significant physical violence and bringing offensive weapons into academy or making objects into weapons with the intent to cause harm to others. The health and safety of all children and staff is paramount. Repeated or a significant violent act by a child towards other children or staff will result in external suspension. Only the Principal (or the acting Principal) has the power to exclude a child from academy and a procedure is in place. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the Principal in liaison with the Trust executive leader should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place. Before a possible reintegration meeting can take place a clear plan must be developed with advice and support from multi agency teams sought. This will be used alongside Doncaster's Behaviour Threshold documentation to put into place a specific behaviour support plan, an individualised risk assessment and support package carefully considering whether the child, other children and staff can be kept safe. The plan and package of support will be reviewed regularly and after any high level incidents with members of the academy's inclusion team.

11.0 The use of positive handling to support children:

Some children exhibit particular behaviours based on early childhood trauma, changes in family circumstances or other influencing factors. As an academy we recognise that their behaviour is a form of communicating their emotions, we also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible we use well trained and experienced staff to build positive relationships with each child. Where needed some children will have bespoke thrive screenings and a behaviour plan with a positive handling plan and individual risk assessment. (Found in appendix A)

Many of our staff have had Team Teach training and use de-escalation techniques, and a number of our staff including senior leadership team are thrive practitioner trained. When dealing with an incident of extreme behaviour, a child may need to be supported using positive handling approaches for their own or others personal safety. Central to this policy is the understanding that any Physical Intervention used by staff should be in accordance with the idea of "Reasonable Force" and used only as a last resort once all other strategies have been exhausted.

There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is

proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

It is essential that any discussion of Physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. 95% of the time there will be no need for physical intervention and other methods can be used. Staff should explain to the child being physically handled the reason why they need that level of support to keep them and other children safe in a calm voice. Staff must explain to the child that as soon as he/she calms down the physical handling will stop.

All incidents where positive handling has been required must be recorded on Academy's Serious Incident Form.

After any incident of this nature the child and member of staff afterwards must be checked for injury and if injured must immediately seek medical treatment from a first aider. Following this an ACRASS form must be completed and Corporate Health and Safety Team contacted for advice.

After the incident the child must be given time to calm with two members of staff. The parent/carer must be contacted and told about the incident and if appropriate will be asked to come to support or collect their child.

The members of staff who dealt with the incident must be offered a short break followed by a discussion with an SLT member to begin the analysis of the incident.

After the incident if the child is calm and able to remain in academy safely, they must talk through the underlying reasons for the incident.

Children identified as likely to have high level incidents that may require positive physical handling will have a personal behaviour plan in place done with the child, staff and shared with parents/carers.

12.0 Complaints

Any complaint will be made formally to the Principal.

The Principal will fully investigate the complaint and report findings to the parents/carers. A record of findings will be written on the designated pro-forma.

Where the parents are not satisfied they will be able to make representations to the Trust. All complaints will be dealt with in accordance to Exceed Learning Partnership Complaints Policy and Procedures.

13.0 Parental Involvement:

When and how do we involve parents?

Please refer to the academy consequences. Parents/carers will be contacted following a child moving onto stage 2 or higher levels. The academy has standards of behaviour which both the children and their parents are made aware of. This will ensure that everyone in academy is working towards the same standards and fully understands them.

14.0 Working with Other agencies:

As part of the academy's inclusive ethos we will make every attempt to work with other agencies to safeguard the welfare of a child from an early stage and ensure that a child receives as much support as possible.

The academy believes that often behaviour results from social and emotional issues and therefore other agencies are needed to stop the escalation of these issues.

Full use will be made of such agencies as Educational Welfare, Social Services, Health Services, CAMHS, Family Support Worker (Children's Centre), IFFS, Primary Learning Centres, SEND LA team, ASD LA team and the Educational Psychological Service when appropriate.

Police

Value is placed on good relationship with the police and good liaison is encouraged. The community police support officers regularly run come into academy and attend meetings where they can support the outside issues affecting a child's behaviour.

Sharing of Information

The academy will keep up to date records of a child and ensure that in relation to the policies on safeguarding & child protection that they will in accordance with guidance on information sharing follow the correct procedures. All conversations regarding a child with a multi-agency team will be recorded on the (pink) multi agency form and kept with the child's safeguarding file separate from their other records, in accordance with Doncaster model protocol.

15.0 Care of academy premises and sites:

- Everyone in the academy is responsible for the care of the academy premises. Children and staff are encouraged to feel a sense of ownership for the academy and its environment.
- Staff will display children's work to a high standard.
- The building will be kept clean and tidy.
- The grounds will be kept clear of litter.
- The plants will be well maintained.

16.0 Equal Opportunities & Disability Discrimination:

All children will be treated equally and fair within the academy. There will be no discrimination regardless of age, sex, race and gender, disability, religion, belief or in line with the Equality Act 2010.

The academy endeavours to make reasonable adjustments in relation to children's needs to ensure that all children are treated fairly in line with this policy – this may include improving physical environment or improving the accessibility of information to disabled pupils and their parents/carers.

Staff ensure children know all issues of discrimination and prejudice including the use of derogatory language will be addressed by staff.

Behaviour is monitored on a half-termly basis by the Inclusion Team. A report is passed to the Inclusion Team to ensure that all children in academy are reviewed on an individual basis. Support programmes will be identified for children causing concern in academy to modify inappropriate behaviour as soon as it arising. This is to prevent an escalation of the behaviour pattern.

Academy data analysis of behaviour looks at groups including any trends e.g. class, gender, disability and ethnicity. Any incident with a concern showing harassment, oppressive behaviour, acts of discrimination it is followed up by the Senior Leadership Team and logged on the academy's/CPOMS system. These records and analysis are reported to the safeguarding and inclusion local governing body each term.

17.0 Policy Review:

All procedures follow a stage system to ensure that pupils are treated in a fair manner. This system can be viewed in appendices of this document. These systems are reviewed on an annual basis or more regularly if appropriate to address any concerns/complaints.

The policy is updated by the Principal and the inclusion team. This will be presented to Governors to ensure they agree the systems of behaviour.

Date of Policy Nov 22

To be reviewed September 2024

Policy Agreed: and reviewed;

Signed:  Principal:

Signed:  Chair of Governors:



Exceed Learning Partnership

• EVERY CHILD • EVERY CHANCE • EVERY DAY •



See appendix 1) Academy Values and Expectations for Routines

Complete staff fire register on SharePoint by 9:00

Review classroom layout, cross check against classroom map to ensure pupils' provision/tables are set ready.

Welcome morning tasks are planned and ready at tables for easy access. Have copy of classroom map displayed or to hand to refer to as children come in.

Visual timetable on board displayed for pupils. Include hourly tidying of learning spaces, toilet and handwashing/sanitising routines. Build in outdoor learning where this is suitable. Include time to practice routines and build in some mindfulness activities.

Daily timetable in room to refer to.

Transitions between activities planned, check all pathways are clear within class to aid safe transition to the toilet space, cloakroom for break and hall for lunch.

Ensure class phone is working or radio is checked with team in admin before pupils come in.

Ensure password file is to hand for end of day handover safeguarding procedures to be kept.

Collect water bottles from Cook that have been sterilised, wash hands and sanitise and put out on desks, check names are still on and visible. Check you have cups as back up to be ready for use, add name with sharpie marker

BEFORE SCHOOL PROVISION CHECK

Music on for entry and handwashing song on to ensure as pupils come into the cloakroom area one at a time they go straight to wash their hands and sanitise before going to their table.

Check Ipads/Laptops are charged and ready for use.

Ensure any learning is copied ready and in children's books either before you leave or at the start before children come into the academy building.

Ensure all resources are of high quality and basic provision e.g. pencils, rules, pens, whiteboards are sharpened, working and on tables to support learners.

Prepare subject specific scaffolds get all ready for learners to have smooth transition points in lesson and support independence for learners.

Do all health and safety checks e.g. no trimmer, step ladders, display equipment left out. No tripping hazards, water or slipping hazards.

Check the main laptop and learning interactive screens are connected and working.

Ensure individual pupil learning books or reading books are ready and prepared for use.

Visual Timetable updated and displayed ready for pupils/SEND needs.



Academy Values and Expectations for Routines
KS1/2

ENTRY INTO SCHOOL AND TRANSITION IN CLASSROOMS -

Gate and playground duty staff out ready to meet and greet

UKS2 Pupils staff on the gate line up on the ramp and teachers meet at the door to ensure groups enter for safety and calmness.

All other classes teacher at the door to meet and greet at the start of each day, allowing parents to speak to pass on messages, any concerns teacher to request they message on seesaw for a meeting or longer response.

Children enter the cloakroom area a few at a time put items in their peg/locker.

Encourage children to go to the toilet, wash their hands and sanitise before entering the classroom.

Children enter class and sit to begin morning tasks/learning. Water bottles (sterilised overnight) to be available for children to fill on entry.

Children not to bring sugary drinks for the shop/ from home.

Each child seated in their named morning place.

Y5 and 6 only - Mobile phones switched off and stored in the child's named lidded lockable box. Child puts box in cupboard in named space on shelf.

Toilet use – Try to remind children to use the toilet before break, before lunch to limit need to move around class. If a child asks to use the toilet, teacher to allow this but be aware for fire regulations.

The fire register has the total in attendance that day for headcounts after break or in a fire evacuation.

Handwashing before break times dismissing pupils in groups calmly to get coats to go out and line up

In the event of fire procedures children immediately dismissed to leave via the fire exit. Follow fire procedures.

To dismiss the class for break time – teacher to do this in a controlled way a group at a time to the cloakroom, they then line up in class/class ready.

Children will be walked to their break time zone with an adult leading walking backwards. Play equipment to be taken out of the lockup storage and ready for pupils to count out and access for play/sports.

Transition to lunch – the same as break time procedures.

From class transition if pupils eat first the teacher to walk line children up, remind them of the rules and accompany them to the hall.

From outdoor play to hall transition –radio message 5 mins before time from the hall, the LSA to blow the whistle and signal for pupils to line up, wash hands and line up at the class internal door. The LSA to accompany children to the hall. All adults leading reminding children to follow the 3 S's expectations silent, smart and sensible. Praise and reward children.

Radio message from hall experienced teachers, phase/senior leaders to LSA to collect children to return to class after eating. Children lined up, reminder of rules and walked back to class. The same routines are used for PE, visiting the library weekly, assembly or for any transition points.



Appendix 2

Academy Values and Expectations for Routines

ASSEMBLY/TRAINING

- Some assemblies will be done in the classroom using teams or a PowerPoint daily by the Principal or Deputy Principal. These will follow our values and embed the recovery curriculum to support transition back into school for children.
- Some assemblies will be done in the hall – teachers to train children in how to enter, be seated and listening/look and how to be dismissed and to leave the hall to walk back to class.
- The teacher can plan this session into their small session timetable the best time to ensure this is done each day would be after registration, flexibility to suit the plan for the day can be used.
- Once a week a focus on PSED will be included to embed the key focus learning happening within classes using the Jigsaw materials.
- Mindfulness sessions/Yoga will also be planned into the timetable/routine so that a clear, consistent approach is used within KS1 and 2.
- For routines, training will need to be built into the daily routine timetable intensively at first and then to embed these systems to ensure health and safety on site is adhered to for pupils and staff at all times. A simple video made with the children can be used before beginning to train children on assemblies in the hall. Each transition point the children will need to tidy their desk and learning space, put their equipment away within the class. Following this the toileting, handwashing and sanitising will be needed. Follow the transition plan to ensure pupils are dismissed safely and calmly.
- Refer to the classroom values board, also use your 3 R's post it board (Paul Dix method) and recognise, reward the routines met and positive learning behaviours exhibited by pupils and adults.

Appendix 3 Classroom signage

At a central point in every class the school values, motto and rules displayed to refer to when teaching and rewarding success.

Centrally displayed a copy of the appendix routines for the class so that this can be referred to helping training with the children.

The page within our policy with the behaviours and consequences is to be displayed for all adults to refer to for consistency of practice to manage behaviour well.

The class reward system is to be displayed and promoted in every classroom so all children are clear and any visiting adult on what rewards are given to allow praise by all for good learning and good behaviour.

Appendix 4 Academy Procedures for dealing with aggressive adults

The academy's Positive Relationship Policy and Code of Conduct clearly states that adults and children will:

- ☑ Care for all people and treat them with respect and politeness
- ☑ Disagree without losing their tempers

In the event of staff having to deal with an aggressive adult, the following procedures will be adopted:

- ☑ Staff will do their best to remain calm and deal with the query but make it clear that the individual's behaviour is unacceptable and against the academy's ethos.
- ☑ Encourage the adult to discuss the query away from the main thoroughfare. In the case of aggression over the phone, encourage the adult to come to academy to meet senior staff.
- ☑ Ensure another member of staff is present to act as witness. In the case of aggression over the phone the admin office manager will be present as a witness and the call put on speaker.
- ☑ If the adult becomes abusive or in any way threatens a member of staff, the member of staff should withdraw giving the adult time to regain their composure. Line of sight should be maintained. In the case of threats made over the phone, the member of staff should explain the phone will be put down to stop further distress and allow the member of staff to regain their composure.

If the adult continues to be aggressive they will be asked to leave the premises. The Principal, Deputy Principal or Assistant Headteacher or site manager will be informed immediately.

- ☑ The adult will be escorted from the premises.
- ☑ The Principal will formally write to the adult. A copy will be sent to the Chair of Governors.
- ☑ If the adult continues to refuse to leave, the police will be called.
- ☑ Once removed from the premises it is vital that staff involved in the incident write down exactly what happened. They should base their report on what they actually saw and heard and not on third party information. This should be signed and dated. A copy should be kept by the member of staff. Copies should be given to the Principal and Chair of Governors.
- ☑ The Principal will investigate the incident and write to the adult outlining their course of action. The adult could be banned from the premises.
- ☑ The Principal will contact the legal department.

In the event of aggression between parents on the academy premises, the Principal will be immediately informed. She will then proceed with a similar course of action as described above.