



Behaviour for Learning and Relationships Policy

Formally adopted by the Governing Body of All Angels' Federation	
On:	June 2021
Chair of Governors:	Rosemary Games
Review:	June 2023



Intention

We foster positive, appropriate behaviours and habits for successful and fulfilling learning, for meaningful and respectful relationships and for making a positive contribution to our society. We expect respectful and safe behaviours inside and outside the classroom which enable our whole school community to learn well and live well together. We promote co-operation and consideration of others' feelings and views, especially when there is conflict.

Introduction

This policy supports staff in managing behaviour fairly and consistently. It reflects our restorative approach and our philosophy about relationships as being core to effective teaching and learning. The policy will be applicable in school, on school trips, and also where appropriate when students are representative of the school in their journey to and from school and when wearing our school uniform.

The policy will rely on the principles of Restorative Practice.

Please refer to appendix 1 for our restorative script which is used by all staff where there has been conflict.

Aims

- For all children to achieve personal highest standards and to make good progress during their time at All Angels' Federation.
- To recognise the value of each child as an individual, nurturing the intellectual, creative, emotional, physical and spiritual aspects of their personality.
- To foster a caring, safe and supportive environment where children are safe and respectful and become responsible citizens in the school and the wider community.
- To provide individual support, challenge and intervention to ensure children reach their potential.

What is expected in school?

Be safe. Be respectful. Be ready to learn.

- Children have the right to learn and teachers have a right to teach.
- Making expectations clear, reminders and positive reinforcement are crucial to success with behaviour.
- Involving children in the decision-making process about behavioural aims and sanctions helps them take responsibility for their actions and increases the chances of maintaining good behaviour.

Classroom Behaviour System Procedures

Through our RSHE curriculum, our whole class THRIVE activities and Circle Times, we promote positive behaviours which will promote effective learning.

We encourage resilience and positive growth mindset. We actively teach how mistakes can help move learning forward. Children are praised for their hard work, effort, challenging themselves and demonstrating skills for good learning.

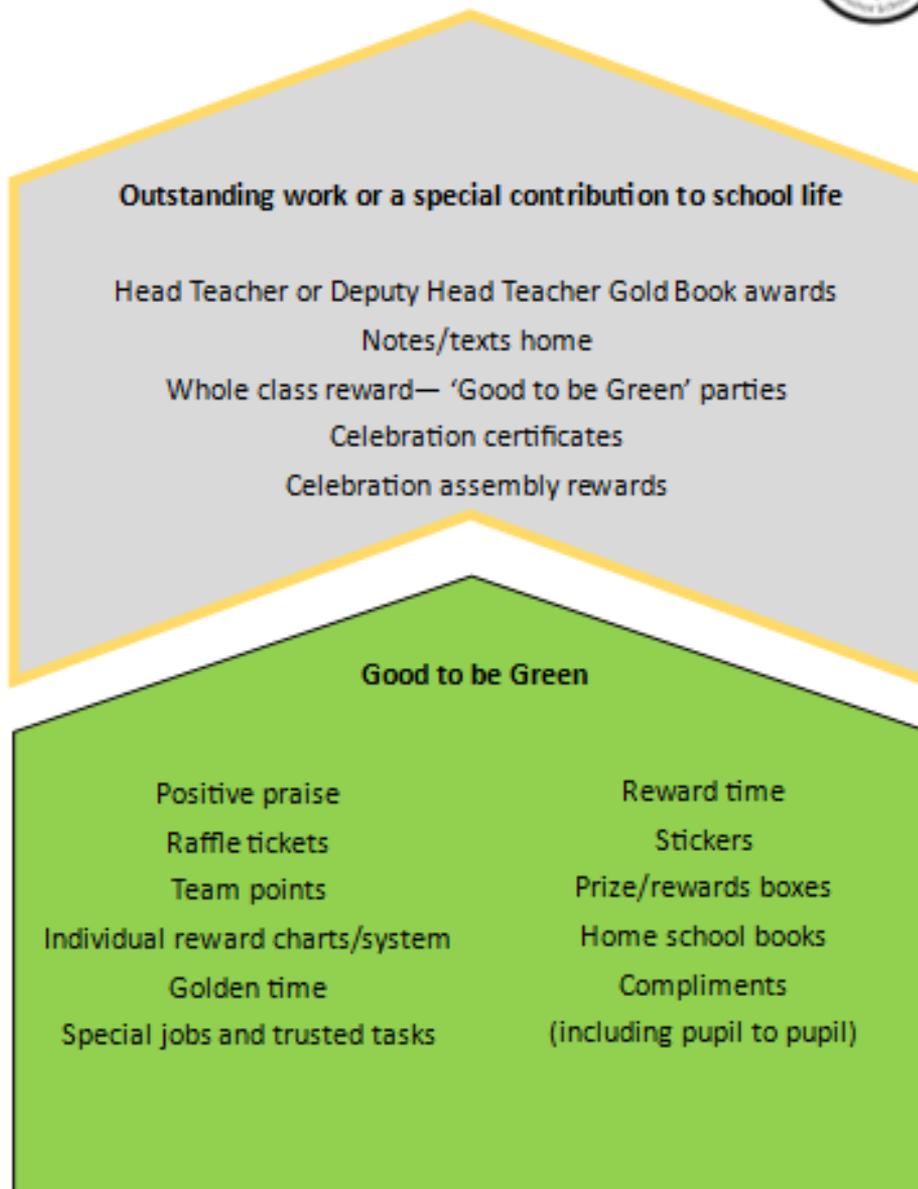
Our behaviour system is based on Paul Dix (When the Adults Change, Everything Changes: Seismic shifts in school behaviour) – we recognise wanted behaviours and aim to respond constructively to unwanted behaviours.

Every adult in the school is responsible for behaviour across the school. There is a clear expectation that all staff will manage behaviour and respond to any issues.

Rewards

It is important that good behaviour is routinely recognised and rewarded. Rewards which may be used in school are:

Reward chart



Classroom Consequence Chart

All children and staff follow the consequence chart in class and around school (unless a child with individual behaviour needs have had an adapted chart made for them).



Classroom consequence chart

A. Reminders / Warnings
1st and 2nd Verbal Warning
Displaying behaviour of low level disruption e.g. distracting others, being off task.

B. Yellow
After 3rd Warning
Yellow Card
5mins / 10mins time out.

C. Red
After one further warning then
Red card
Am or pm inclusion.

Instant Yellow

- *Being disrespectful to staff.*
- *Throwing and breaking equipment.*

Instant Red

- *Leaving the class.*
- *Swearing/offensive language.*
- *Physical violence or intimidation.*
- *Extreme disruption.*



A. Reminders and Warnings

These will be privately issued where possible.

B. Yellow

Time-out in the classroom, away from peers. Parents will not routinely be notified of a yellow card unless persistent.

C. Red

Child will spend the remainder of the session in another classroom or safe space (normally with a year leader). This will either be until lunchtime, or if in the afternoon, to the end of day. However, if issue is close to the end of the day (up to 30 minutes before), the red card may be completed the following day, until break-time.

Staff will record the red card and notify the parents.

This works on a half termly basis.

What if a child receives more than one red card within a half term?

Second red card: The class teacher will inform the parent of the second red card and this will be logged again.

Third red card: The class teacher will inform the parent of the third red card and warn the parent of an inclusion occurring following any further red cards.

Fourth red card: Following a fourth red card in one half term, pupils will have a one-day inclusion in our inclusion room (BASE). The Year Leader will contact you to arrange a meeting to discuss the inclusion and how to support each other going forward.

At St Michael's a fifth red card in the same half term will result in two days in BASE. A sixth red card in the same half term will result in three days in BASE. A seventh red card in the same half term will result in a fixed term exclusion. The Headteacher will decide on the length, dependent on the behaviours displayed.

Fixed term and permanent exclusions.

As a federation we work closely with the Norwich Opportunity Area and have signed up to their Inclusion Charter. The Charter is a collaborative multi-agency approach to working with the child and family to enable children to maintain engagement in education throughout their school career, and to reduce the incidence of exclusion. We use the Norfolk Inclusion Line for advice when needed.

We work hard at **Identifying students at risk of exclusion at an early stage** and agree an individual strategy with relevant partners. We have a **school inclusion action plan** to reduce exclusion for the most vulnerable children, identifying collaborative partnerships with other schools, appropriate

agencies and the voluntary sector, however under certain circumstances a fixed term exclusion will be issued.

The DfE have listed the likely reasons for permanent exclusion:

- Physical assault against a pupil or adult
- Verbal abuse/threatening behavior against a pupil or adult
- Bullying
- Sexual misconduct
- Drug and alcohol related incidents
- Damage
- Theft
- Persistent disruptive behaviour

Malicious, deliberate acts of transmission or non-malicious and non-deliberate acts of transmission
= May require exclusion until full investigation takes place or restorative education and support.

This list is not exhaustive and each case is considered in isolation. Great care is taken when considering permanent exclusions as the consequences are very serious for the child. Fixed term exclusions may be converted to permanent exclusions following a full investigation of the incident.

Reasonable Force

Section 550A of the Education Act 1996 (which became operational on 1.9.1998.) clarifies the powers of teachers to use reasonable force to prevent pupils committing crimes, causing injury or damage, or causing disruption. Please refer to our 'Use of Reasonable Force' Policy.

Social and Emotional Behaviour Difficulties – Supporting well-being and mental health

As a federation we recognise that some learners during their time at school may have Social Emotional Behaviour Difficulties and we will endeavour to make every possible arrangement to provide for their individual needs. For these pupils, it may be necessary to devise an Individual Behaviour Support Plan.

If behaviours being displayed are linked to a child's Emotional Wellbeing and Health, we will contact parents/carers to discuss the best way forward.

Pupils' conduct outside of the school gates.

DfE guidance states that the school may choose to discipline pupils for behaviour issues beyond the school grounds, under the following circumstances. These include:

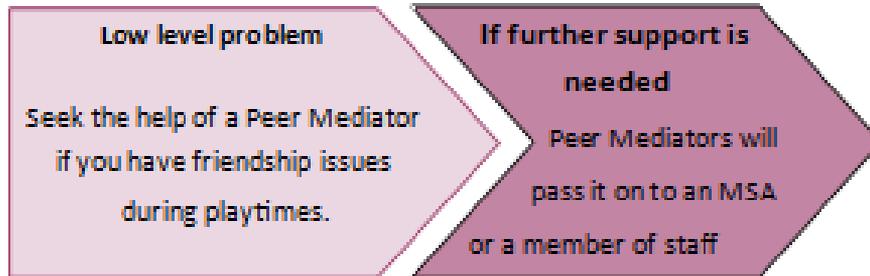
- when children are taking part in a school organized activity
- when travelling to or from school
- when wearing school uniform
- if they pose a threat to a pupil



The behaviour system at break and lunch times

Peer Mediators

Peer Mediators are fully trained Year 6 pupils who are on duty daily for children to go to if they need to resolve a low level problem.



Restorative Reminder
An adult on duty will remind you of how to behave, in order to keep you safe.

Warning
If you do not change your behaviour or you do something that is not safe or respectful you will be asked to stay with a member of staff and have a discussion about your behaviour

Reflect
You will miss your lunchtime for:
Unresolved issues from a warning, Swearing/offensive language, Physical violence or intimidation, Putting the safety of yourself or others is at risk.

Where the school decides to follow this course of action, staff will consider disciplining the pupil on school premises or fixed term exclusions.

Behaviour systems at break and lunch times

As in class our children during break and lunch time are encouraged to:

**Be safe. Be respectful.
Be ready to learn.**

We teach children restorative approaches to conflict resolution and promote this culture throughout the school. During all break and lunch times members of staff are on duty to support behaviour. We also have Peer Mediators who help to deliver restorative practice during lunch times.

Peer mediators – are trained in restorative conversations to support conflict resolution for other children.

Restorative Reminder: member of staff, who will resolve the incident and discuss future expectations (see Appendix 1).

Reflect: Children will be supported to discuss the incident and repair a friendship or use this time as an opportunity to calm down. They will complete a restorative piece of work or community service. Depending on the nature of the incident, the parent may receive a phone call from a member of staff.



Games club runs at lunchtime for children identified by staff members who are having friendship issues on the playground. The club is supported by members of the Pastoral Team, who work on friendship and teamwork skills through supervised play.

If children are refusing to follow the behaviour consequences, or are repeatedly unsafe during break and lunchtimes, it may be required that the child have lunch at home for an agreed period of time. This would only occur upon approval from the Headteacher.

Malicious accusations against school staff

Where pupils are found to have made unfounded, malicious allegations against school staff, the school will take appropriate action in line with the school's Behavior Policy.

Individual Behaviour Support Plan

A small minority of pupils may not be willing or able to comply with school / class rules to the same extent as other pupils. For these pupils, it may be necessary to devise an Individual Behaviour Support Plan. The purpose of an Individual Behaviour Support Plan is to help and support the pupil to take responsibility for his/her own behaviour and to teach him/her how to make appropriate choices. We will use a multi-disciplinary approach, one that includes the teacher(s), SENCO, Senior leadership team, Pastoral, Headteacher, parent(s) and the pupil in the process.

These may include:

- Thrive, Pastoral support
- Adapted timetable
- Extra support
- EHCP
- Applications for alternative provisions
- Benjamin foundation family support
- Mentoring, Life coach
- Personal Risk assessment
- Transition support
- Educational psychologist
- Forest school

'For behaviour problems related to bullying, please refer to the **Anti-bullying Policy**'

Policy tabled and ratified by full Governors September 2017.

Policy to be reviewed annually.

Appendix 1

The Restorative Script.

The Restorative Script is made up of core questions (shown below in **red**) which are asked first to the person who has allegedly caused harm and then next, to the person who has experienced harm. These questions can be supplemented with additional questions (shown below in **black**) if appropriate.

To the person who allegedly caused harm:

1. **What happened? What else happened?**
2. **What were you thinking/feeling at the time?**
3. **What have you thought about since? What would you do differently if you could go back?**
4. **Who has been hurt? (In what way, how do you think they felt?)**
5. **What needs to happen to make things right? What are you prepared to do to make things right?**

To the person who has experienced harm:

1. **What happened? What did you think?**
2. **How did this hurt you/affect you?**
3. **What has been the hardest thing for you?**
4. **How could things have been done differently?**
5. **What needs to happen to make things right?**

Returning to the person who allegedly caused harm, ask:

1. **You have just heard how X has been affected.**
2. **This is what they would like from you to make things right...**

In our Nursery School, staff introduce the Restorative Script by just using the first question - "What happened?" (Asked with a soft, inquiring tone of voice) followed by the last question - "What needs to happen to make things right?" As pupils progress through the school to Year 6, they will become familiar with all the core questions (shown in **red**) as well as the additional restorative questions (shown in **black**) which staff will ask in order to facilitate deeper understanding and empathy.