

Hanley St Luke's Church of England Academy

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BEHAVIOUR POLICY

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Date last reviewed	September 23 November 23 January 24 February 24 June 24
Next review date	June 25
Subject lead	Emma Facey /Zoe Cooper
Governor/Committee (where applicable)	For Statement of Principles Full Board

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

This policy outlines the teaching, learning, organisation and management of the behaviour at Hanley St Luke's C of E Primary Academy.

At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

Statement of Behaviour Principles

The governors have approved the following principles to guide the headteacher in designing and implementing the school's Behaviour Policy:

- Every pupil understands they have the right to feel safe, valued and respected, and able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- School culture promotes excellent behaviour
- Rewards and sanctions are used consistently by staff, in line with the Behaviour Policy
- The Behaviour Policy is understood by pupils and staff
- Suspensions and exclusions will only be used as a last resort, and the school follows government guidance relating to suspensions and permanent exclusions as follows:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

- Pupils are supported to take responsibility for their actions
- The school seeks to work in partnership with families to support pupils where there are challenging behaviours
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
- Advice and guidance from Department for Education related to the use of reasonable force, physical touch and confiscation of items are followed consistently by all.
- This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Behaviour Policy

Introduction:

At Hanley St. Luke's we strive to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children feel uniquely special as members of God's family and are able to understand, recognise, uphold and promote the values of honesty, courtesy, kindness, perseverance and respect. Our work is underpinned by our vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting **life-long learning**
Developing **life-giving relationships**
Exploring **life-enhancing faith**
Inspiring **life-enriching aspiration**

Hanley St Luke's is proud to be an inclusive school that meets the needs of a range of children- this includes those with complex family backgrounds as well as those with a range of special needs. We understand that many children need help to manage and articulate their emotions and need additional support to meet our behaviour expectations and we strive to support them to achieve those aims. However, we also recognise that all children have a right to

feel safe and secure in an atmosphere conducive to learning so this policy is designed to reflect the work we do, striving to ensure all our children can have the very best of starts in life.

We base our behaviour management on promoting our school rules and values, celebrating the positives and incentivising children to make the right choices and therefore support their behaviour. Our policy seeks to teach children that an individual's actions have consequences for themselves and for others. However, our policy is not formulaic but rather a guide to be implemented for the best outcomes for each child and the context of their actions, with the pupil's understanding and acceptance following a restorative conversation where possible.

This Policy operates in conjunction with the following policies:

- Anti- bullying
- Child Protection and Safeguarding
- Equality Statement
- SEND
- Teaching Learning & Assessment

In reviewing and implementing this policy the guidance contained in the following Department for Education (July 2022) document has been followed:

[Behaviour in Schools. Advice for Headteachers and school staff](#)

Policy Aims:

- To create a safe and secure environment that promotes effective learning and supports safeguarding (through our Safeguarding and Child Protection Policy (see our website), which in turn is informed by Keeping Children Safe in Education 2023)
- To promote positive relationships between pupils, staff and our community.
- To encourage and support children to become well rounded, responsible, respectful, moral and caring individuals.
- To provide both challenge and support to achieve high standards.
- To support the delivery of highly effective teaching that equips children with essential knowledge and skills to promote academic achievement and an appreciation of learning within a rich and relevant curriculum.

Our Rules

- Be Ready
- Be Responsible
- Be Safe

Our Values

- Honesty
- Courtesy
- Kindness
- Perseverance
- Respect

Roles and Responsibilities

The Head teacher will:

- Implement the behaviour policy, reinforcing the need for consistency of approach throughout the school.

- Report to governors regarding the effectiveness of the policy
- Support staff when dealing with challenging behaviour and the law
- Be a positive role model
- Ensure the health and safety and welfare of all children
- Promote positive behaviour through thoughtful encouragements and celebration assemblies
- Ensure the promotion of the Rules and Values in and around school
- Ensure appropriate use of consequences through restorative approaches
- Work closely with parents /carers of children displaying challenging behaviours

Staff will:

- Explicitly teach, model and practise required class/ school routines (see [Protocol 9](#))
- Plan and deliver effective lessons taking account of children's starting points
- Provide a calm environment to enable all pupils to learn
- Promote the three school rules and values in and around school & key instructions e.g. 'Silence in the Hall'
- Promote positive behaviour with thoughtful encouragement and use of Recognition Boards and Over and Above nominations as appropriate
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills e.g. use of 'Remember we' rather than 'Don't forget'
- Ensure new pupils arriving are supported with understanding the behaviour systems, rules and routines
- Be a positive role model
- Follow the staff Code of Conduct
- Develop positive relationships with children to enable early intervention
- Inform parents/carers about the welfare and behaviour of their children through Dojo messaging system, face to face or by telephone
- Follow the behaviour policy consistently and report negative behaviour following the correct procedure
- Work in partnership with senior leadership to ensure all agreed strategies and actions are carried out including the use of individual Behaviour Recovery plans or Pupil Passports.

Children will aim to:

- Follow the school rules
- Uphold the school values
- Be responsible for own actions and their impact on others.
- Learn to work cooperatively
- Engage in restorative conversations and be willing to be reflective to change behaviours
- Accept their individual actions have consequences for themselves and for others
- Accept that all children are treated with equity according to their needs

The Governing Body will:

- Approve the Statement of Behaviour Principles to guide the design and review of the Behaviour Policy
- Carry out its statutory duty relating to exclusions and disciplinary issues
- Review the effectiveness of the policy with the Head Teacher

Communication and parental partnerships:

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this as part of their leadership of behaviour in their classrooms. Teachers will be responsible for reporting any early warning signs for behaviour and safety to members of the Senior Leadership team so strategies can be put in place to support the pupils and where appropriate, more formal steps can be taken. Letters home to parents to inform them of the different stages are used to ensure all are clear on the stage and ways to support the child to improve their behaviour.

The behaviour policy is reviewed at least annually and where amendments have been made, it is shared with parents. It is published on the school website. Senior leadership, with the support of the wider team will strive to support and encourage parents to share the same aims of the school in promoting good behaviour. Where appropriate parents will be signposted to additional support where this is needed.

Use of Rewards and Consequences:

We believe that children must be taught that their personal actions have consequences which may be either positive or negative. Our motivational reward scheme ([see Protocol 1](#)) ensures children learn that positive actions generate positive consequences for themselves and also create a happy, safe and successful school community. The best reward a child can receive is the intrinsic pride and satisfaction from their own efforts and good choices made enhanced by the thoughtful encouragement from those who teach them. Children need explicit teaching of how to be successful in making those good choices and in following the school rules and expectations ([see protocols](#)). We do not assume that all children have had the same experiences or cultural expectations before arriving at our school. Therefore some children will need more teaching, support, clarification and redirection than others. To support this process our graduated consequences (see [Protocol 2](#)) are designed to encourage positive progress and deter future negative incidents. Staff aim to have restorative conversations with pupils so that, where possible, pupils accept their actions should result in a consequence which is proportionate and fair and that reasonable adjustments have been made where necessary for pupils with additional or special educational needs (see below).

Where misbehaviour gives staff cause to suspect that a pupil is suffering, or is likely to suffer, harm as set out in Keeping Children Safe in Education 2023, staff will follow the school Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead.

Reasonable Adjustments:

As an inclusive school, all pupils, staff and visitors should be free from any form of discrimination. The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being at a disadvantage. Consequently our approach may be adjusted to cater for the needs of the pupil, with preventative measures put in place where needed. A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

Staff will take into account any contributing factors that are identified e.g. bereavement, abuse, neglect, mental health need, bullying, SEND, criminal exploitation, significant challenges at home. Mitigating circumstances will always be considered in order that consequences are fair and proportionate. However, we always hold to the aspiration that all children can be supported to uphold our rules and values.

Special Educational Needs:

- Pupils who have been identified as having a Special Educational Need with associated behaviour challenges will be given appropriate support and targets to encourage, promote and model appropriate classroom behaviour designed, discussed and shared with the pupil and parents (a Pupil Passport and Behaviour Recovery Plan etc). A graduated approach will be used, along with the Assess, Plan, Do, Review cycle.
- The SENDCO will ensure that Pupil Passports and individual Behaviour Recovery plans for all children, including those with an Educational Health and Care Plan (EHCP), are reviewed by teachers with parental

and pupil involvement and any outside agencies are fully involved as necessary. Where there are concerns, early contact with the LA about behavioural issues would be appropriate and an emergency review of the plan may be needed. See SENDO Information Report for further information.

Inclusion Team:

The school has appointed key members of staff to form the Inclusion Team, who are skilled at supporting children with particular social, emotional and mental health needs, which may impact on their ability to regulate their emotions and meet the school behaviour expectations. Currently the Inclusion Team consists of the following:

School Counsellor- Mrs Haynes

Higher level Teaching Assistants- Miss Jennings & Miss Johns

Safeguarding Officer- Ms Cartwright-Davies

SENDCO- Mrs Barlow

They are also supported by the Senior Leadership Team.

Members of the inclusion team work closely with class teachers to discuss strategies to support pupils and to enable them to be successful in school, especially where they need support to regulate their emotions or raise their self-esteem. See [Protocol 7](#) for details of specific roles and responsibilities.

Removal From Class:

To prevent unacceptable disruption to the learning of others or to maintain a safe environment, a child may be directed to move to another appropriate learning space for a time out, part of a lesson or for longer where necessary, in line with Protocol 2. Where this is the case, every effort will be made to ensure that the child's learning continues and parents are informed of the need for a removal.

Suspensions and Permanent Exclusions:

In exceptional circumstances, where a child's behaviour is not responding to the additional support offered and escalated consequences and all appropriate advice has been sought from relevant professionals, then a suspension may be enforced. However, a single incident of such severity that the health and safety of pupils or staff is at risk, may also generate an immediate suspension. In exceptional circumstances where multiple suspensions have been issued or a single act of behaviour is of the severest nature then a permanent exclusion would be considered by the head teacher seeking advice from the Local Authority Inclusion team. However, where a child is at risk of permanent exclusion, the school will work with all stakeholders to seek to minimise this risk by considering various strategies if not already in place such as Early Help, internal alternative provision, external alternative provision, or managed moves etc.

Playtime and Lunchtime Arrangements:

Our supervision staff are a much valued part of our school team and are made up of those who work specifically as playtime/lunchtime support staff and those who also have other roles in school. The school has achieved the Better Lunchtime Quality Mark which ensures that all aspects of our provision offer the best experiences for our children from the food they eat, the dining experience in the school dining room and also out on the playgrounds. The lunch staff work in partnership with the teaching staff and ensure that good behaviour is celebrated with thoughtful encouragement and fed back to the teacher for inclusion in the classroom praise and reward protocol as appropriate. Low level behaviour is dealt with in line with Stage 1 of the Behaviour Protocols with the key strategies being redirection/ clarification and cool down time. More serious or repeated behaviours are reported to the class teacher at the end of the session using communication slips to avoid interruption to learning time. Any Stage 4 behaviours are reported to a member of the Senior Leadership Team immediately. Key stage leads in the first instance then escalated further if repeated or more serious. Any more serious or repeated incidents are reported to Miss Facey or Mrs Cooper as in line with Stage 5.

Lunch time supervisors

Information slips

Classroom staff

Key stage leads

Deputy

Headteacher

Record Keeping and Data Analysis:

We use the CPOMS electronic system to record safeguarding concerns and Arbor for behaviour incidents which meets the threshold of concern (see [Protocol 2](#)).

Bullying (See separate anti-bullying policy):

Anti- bullying messages are reinforced through our overall Christian ethos and throughout the curriculum as specific topics. Our rule 'Be Responsible' is widely promoted, taught and reinforced. Our anti bullying charter is displayed in all classrooms and spaces. Any issues of bullying are dealt with in accordance with our anti- bullying policy.



Harmful Sexual Behaviour, Sexual abuse and Child on Child Abuse:

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, child on child abuse, gender-based bullying and sexual violence. The school's procedures for handling such abuse are clearly detailed in the school Safeguarding and Child Protection policy and further information is available in Part 5 of KCSIE 2023. Where any incidents of this nature are identified these should always be reported to the Head teacher or Deputy head in accordance with the [Protocol 6](#) and recorded on our Arbor system. Parents of both alleged perpetrator and victim would be informed and depending on age, context and circumstance, relevant agencies would be contacted to access support e.g. our in house counsellor, the NSPCC or Savana for support or where relevant social services and the police. It may also be necessary to put in place protective measures following a thorough risk assessment to ensure the safety of all pupils.

Additional Related Information:

Mobile phones and other devices:

Children are not permitted to use a mobile phone in school. Where a child in UKS2 brings a mobile phone to school for safety it must be handed to the class teacher for the day. Staff are not responsible for the safety of such items. Staff reserve the right to confiscate mobile phones if this rule is not followed.

Use of Reasonable Force and Physical touch:

In order to maintain the safety and welfare of our pupils and staff, it may sometimes be necessary to use reasonable force, as permitted by law. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing a criminal offence. It is only used when all possible options have been exhausted, by staff in line with this policy; taking into account children with SEND and the bespoke needs of vulnerable pupils. Staff involved must complete a record of the incident to Arbor ([Protocol 6](#))

The school aims to have at least one member of staff trained in the use of reasonable force and where a child's risk assessment indicates that this may be required, members of this team will be deployed. However, all adults in school

have the power to physically intervene to control or restrain a pupil, if in their professional judgement this is required to prevent pupils from hurting themselves or others, from damaging property or causing disorder. This is in line with government guidance which can be found by clicking [here](#). This also sets out the rules around physical touch as follows:

Physical Touch:

Government guidance is that schools DO NOT adopt a no touch policy as ‘there is a real risk that such policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm’ Department of Education “Use of Reasonable force- Advice for head teachers, staff and governing bodies” (July 2013).

Also the document states:

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- *holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school*
- *when comforting a distressed pupil*
- *when a pupil is being congratulated or praised*
- *to demonstrate how to use a musical instrument*
- *to demonstrate exercises or techniques during PE lessons or sports coaching*
- *to give first aid.*

At Hanley St Luke’s School we follow this guidance along with the OFSTED document October 2021 Positive environments where children can flourish for the protection, safety and wellbeing of both pupils and staff.

Confiscation of Inappropriate Items:

To comply with the law Hanley St Luke’s follows this DFE guidance: ***Searching, screening and confiscation Advice for schools July 2022 and Behaviour in Schools: Advice for Headteachers and School Staff.***

The law allows school staff to confiscate, retain or dispose of pupils’ property as a punishment, provided it is reasonable in the circumstances

The most common use of this is where a child is distracted from their learning by fiddling with an item belonging to them which staff will usually remove and return to the child at the end of the day but this may vary depending on the age of the child.

However, in the exceptional circumstance that a child brings prohibited items to school, staff have a statutory power to search and to confiscate such items. Staff are able to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. All searches will be safe, proportionate and appropriate, taking into account the guidance from Keeping Children Safe in Education 2023, and will be overseen by the Headteacher and/or the DSL where possible.

Prohibited items listed in law are as follows:

- knives and weapons
- alcohol

- mobile phones and other electronic devices
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been or is likely to be used to commit an offense or to cause personal injury to, or damage to property of; any person (including the pupil)
- any item banned by the school rules which has been identified by the school as an item that may be searched for.

Banned items include:

- Electronic devices (unless by prior permission)
- e-cigarettes
- vapes
- aerosols
- energy drinks
- lighters
- legal highs/psychoactive substances

Malicious Allegations:

At Hanley St Luke's Primary school allegations of abuse will be taken seriously and acted upon in a fair and consistent way as set out in our Child Protection and Safeguarding Policy [Click here](#). Where allegations have been proven to be malicious, the Headteacher, in consultation with the governing body will enforce appropriate sanctions as appropriate to the context.

Behaviour Outside of School Premises:

School have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, the Head teacher will consider whether sanctions are appropriate, in line with our [Protocol 2](#).

Conduct outside the school premises, **including online conduct**, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Staff induction, development and support:

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

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

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

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

Protocol 1: Encouragement and Reward

Our Encouragement and rewards system is linked to pupils upholding our ethos, values and rules as follows:

British Values:

Mutual Respect and Tolerance, Democracy, Rule of Law, Individual Liberty,

These key Bible verses tie the British Values to our Christian ethos, our school values and rules:

Love your neighbour as yourself. (Mark 12:30-31)

Live as people who are free, not using your freedom as a cover-up for evil, but living as servants of God. (1 Peter 2:16)

Let every person be subject to the governing authorities. (Romans 13:1)

We have freedom now, because Christ made us free. So stand strong in that freedom. (Galations 5:1)

Our School Values:

Honesty, Courtesy, Kindness, Perseverance and Respect

Our Rules:

- Be Ready
- Be Responsible
- Be Safe

Our Reward system:

	Advice regarding use
<ul style="list-style-type: none"> • Verbal acknowledgment and thoughtful encouragement 	Main and most powerful form of reward used day to day. Must be genuine and meaningful.
<ul style="list-style-type: none"> • Sharing success with member of SLT • Headteacher and Deputy –Headteacher Exceptional Awards 	To offer additional encouragement and celebration at teacher discretion Children sent to ZC or EF with work or at staff discretion have a dip in the box. ZC or EF will then add photograph to Dojo to share with parents.
<ul style="list-style-type: none"> • Dojo Recognition Board 	All children to have name on Dojo board at least once per day. This can be seen by parents. Negative Dojos must not be used.
<ul style="list-style-type: none"> • Praise Pads/ Certificates / Stickers and stamps to support at teacher discretion 	Used in class at staff discretion to show genuine recognition of effort and good behaviour.
<ul style="list-style-type: none"> • Star of The Week 	Designed to reward individual progress, effort, achievement and upholding of values with certificate and prize

<ul style="list-style-type: none"> • Assembly Role Models 	Children upholding the rules and acting as role models to be noticed as children enter and/or leave the hall. Sent to the front then receive a Dojo point.
<ul style="list-style-type: none"> • Dinner with Mrs Cooper 	Children chosen to eat lunch at special table with table cloth, nice plates etc with Mrs Cooper on Friday lunch time. Teachers announce nomination in assembly.
<ul style="list-style-type: none"> • Special reading opportunities- had, deputy, SLT etc share stories with classes at request of teachers 	To reward any good behaviour at discretion of staff
<ul style="list-style-type: none"> • Good Samaritan Award for love and kindness 	Staff give out Good Samaritan awards to any children displaying love and kindness. Children add to box then Y6 ambassadors write out certificates to receive in celebration worship.

Protocol 2: Consequences

Stage	Person	Possible Consequences Communication & Recording
<p>Stage 1:</p> <p>Low level incidents e.g.:</p> <ul style="list-style-type: none"> • shouting out • chatting • wasting time • not responding to reasonable request • rocking on chair • making noises 	<p>Class teacher TA</p>	<p>Class teachers will use a range of strategies to meet the needs of particular phases, cohorts or individual pupils before moving to stage 2 e.g.</p> <ul style="list-style-type: none"> • positive redirection • reminder of expectations • visual thinking/warning cards • verbal warnings • praise for modified behaviour • cool down / mindfulness activities
<p>Stage 2:</p> <p>Repetition of stage 1 behaviour/s Or immediately if</p> <ul style="list-style-type: none"> • discourteous • slip up swearing • name calling • pushing • Minor prodding, poking, hairpulling etc • disrupting a lesson • high levels of unnecessary movement • knowingly using internet searches for off task content (e.g. game site) • ignoring an adult 	<p>Lead adult in lesson</p>	<p>Direction to stay behind to speak to staff member leading session for restorative conversation (see protocol 8 for example scripts) during play/next appropriate point</p>

<p style="text-align: center;">Stage 3</p> <p>Continuation of stage 1 or 2 behaviours Or immediately if child not compliant to previous sanctions to above behaviours plus</p> <ul style="list-style-type: none"> • Throwing objects in anger/ frustration etc. e.g. books, pens • Serious swearing without target • Damaging property in anger or disrespect eg lashing out in frustration 	<p>Lead adult in lesson</p>	<ul style="list-style-type: none"> • Time out in another class for short period e.g. 5 minutes • Class teacher restorative conversation during break time (see protocol 8 for example scripts) • Contact with parent via Dojo message or end of day if known to collect. NB. Check Dojo has been read by the following day and if not send a text via office. • Discuss with Key Stage lead re any further support or class based behaviour diary * see examples in Appendix • Record on ARBOR if repeated behaviours from Stage 3 • Where Stage 3 actions continue and impact on learning of others then removal to another learning space to maximum of one lesson which may be stand alone or together with missed play depending on circumstance – parents must be informed • Record on ARBOR if a Removal has occurred
<p style="text-align: center;">Stage 4</p> <p>Stage 3 level repeated without clear improvement in meantime e.g. twice in one week</p> <p>Or immediate if</p> <ul style="list-style-type: none"> • fighting/hurting another child with intent • swearing with clear target • knowingly searching for inappropriate content on internet (not reportable content) • spitting at someone with intent (reasonable adjustment for age) • Intentional spoiling of others' work or property 	<p>Lead adult in lesson Key stage lead/ Member of wider SLT</p>	<ul style="list-style-type: none"> • Child sent to key stage leader • SLT restorative conversation during break/lunch. Child to make up lost learning/cool down/mindfulness activities, depending on pupil need, during SLT monitored break or lunch period reflection. • Removal¹ for longer period to alternative learning space up to 0.5 day-parents must be informed • Consider behaviour diary signed by SLT (See protocol 10) • SLT to contact parent at end of day to discuss face to face/phone or Dojo as appropriate • Child to apologise verbally/and or in writing as age appropriate • Record on ARBOR
<p style="text-align: center;">Stage 5</p> <p>Continuation of stage 4 behaviours Or immediately if</p> <ul style="list-style-type: none"> • Physical assault (clear intent to harm) • Self- harm • Engaging in actions that could harm others • Bullying in all forms • Threatening- high probability of someone being hurt • Leaving without permission • Intentional destruction or disruption of environment or property 	<p>Lead adult in lesson HT DH AH Or wider SLT</p>	<ul style="list-style-type: none"> • Child sent to Head teacher/Deputy/ Assistant head • Speak to child and deal with initial incident with restorative conversation • Sanction appropriate to the incident- which may include working outside SLT office, loss of playtime/lunchtime or privileges, or combination • Discuss with class teacher/SENDSCO support plan/ behaviour plan/ risk assessment/ tailored curriculum • Record on ARBOR • Contact with parent on day either face to face or via telephone • Head teacher to consider removal¹ to

- Knowingly searching for reportable content on internet
- Using any discriminatory language of a protective characteristic e.g. race, sexual orientation or religious belief
- Any display of harmful sexual behaviour
- **Refusal to be directed to class removal which then necessitates class evacuation**

- alternative learning space in school for 1 day or longer if required
- **Consider in-house alternative provision**
- Consider suspension if appropriate
- Report to relevant agency as necessary e.g. police or ChAD and consider any relevant support agencies including alternative provision
- Consider permanent exclusion as very last resort.

*Professional judgement is always used taking into account specific needs of pupil where there are clear additional needs

** Internal suspension is pupil working separately from other pupils in room with adult or outside SLT office for agreed period










¹When a child is removed they will be continue with their learning from class. Where this is not possible they will be provided with alternative work which will be deemed meaningful to the pupil e.g. reading comprehension at the child's level.

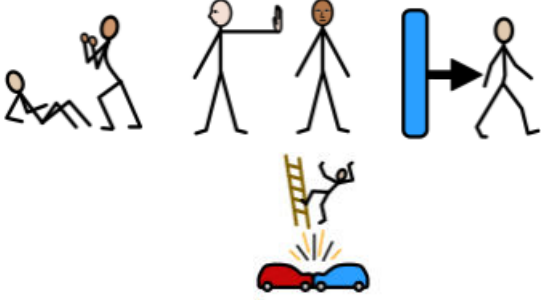
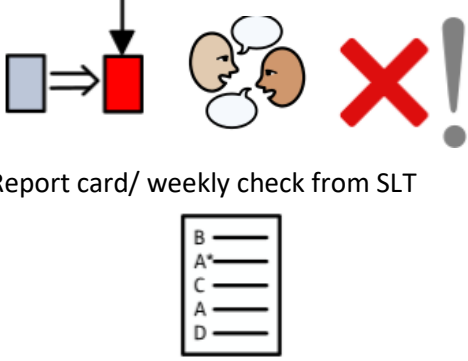



All removals will comply with the Children and Families Act 2014 and Equality Act 2010. If a child is LAC or open to CIN or CP, then the social worker will be informed by a member of the Safeguarding Team. Where a child is LAC, the Designated Teacher for Looked After Children will also be informed.



Behaviours and Consequences Protocol

Rules	Be Ready 		Be Responsible 		Be Safe
Values	Honesty 	Courtesy 	Kindness 	Perseverance 	Respect
Stage	Behaviours			Potential Consequences	

<p>1</p>	<p>Not following our school rules and values. Wasting learning time.</p> 	 <p>Reminder and redirection/ warning. Complete missed learning in own time. Help from an adult to follow the rules.</p>
<p>2</p>	<p>Repeating Stage 1 behaviours or more serious behaviour such as calling names, pushing, ignoring or unkindness.</p> 	 <p>Reflection time / missed minutes. Reminder of rules/ values and restorative conversation.</p>
<p>3 Letter 1 sent by teacher</p>	<p>Repeating Stage 1 and 2 behaviours. Swearing, throwing objects, damaging property in anger or disrespect.</p> 	 <p>Time out Reminder of rules/ values and restorative conversation. My teacher will speak to parents/ grown ups at home.</p>
<p>4 Letter 2 sent by SLT-on report 1st Report Period</p>	<p>Repeating Stage 3 behaviours e.g. twice in a week or fighting, hurting others on purpose, spitting, damaging others' property on purpose.</p> 	 <p>Reflection time with Miss Ziemann, Mrs Critchlow or Miss Facey who will speak to parents/ grown-ups at home.</p> <p>Report card/ weekly check from SLT</p> 
<p>5 Further contact to discuss next steps</p>	<p>Repeated stage behaviours. Physical assault (clear intent to harm), Self- harm, Unsafe actions that could harm others, bullying, racism, Threatening- high probability of someone being hurt, Leaving without permission, Intentional destruction or disruption of environment or property.</p>	<p>Report card/ weekly check from SLT and parents updated. Reflection time with Miss Facey or Mrs Cooper who will speak to parents/ grown-ups at home. Sanction such as missed play or lunch, or privileges.</p>

<p>2nd Report Period</p>		 <p>Report card/ weekly check from SLT</p>
<p>6 Letter 3 sent by SLT</p>	<p>Meeting with teachers, SLT and parents/ grown ups</p> <p>Pre Fixed Term Exclusion- work in another year group for 2 days (Times may differ)</p>	
<p>7</p>	<p>Fixed Term Exclusion</p>	
	<p>If no improvements to all above strategies and liaison with other agencies then Permanent Exclusion as the last resort.</p>	

Protocol 3

Movement Around School

A consistent use of language and positive direction used by all staff reinforces our expectations as follows:

- 'Calm corridors'
- 'Wonderful Walking'
- 'Single file... one behind the other'
- 'Quiet voices'
- 'Silence in the hall' (when in use)
- 'Remember we..... thank you'

Children move as a class or group around school in single file, walking and using quiet voices unless instructed to be silent (exams in progress etc or when moving through the hall*). Adults model polite greetings and eye contact and encourage children to do the same, demonstrating courtesy and manners. Adults explicitly teach expectations.

When moving through the hall this should be in silence when in use, due to the layout of the building. The exception is when entering and exiting worship/assembly where children may choose to join in with the song playing. At all other times indoor voices are required.

When entering the hall, children are led in by an adult and remain standing until invited to sit as a class.

Children walk out of school to their playground (in single file when being led as a class).

*NB (a common sense application of the silence rule is applied to allow for children needing to speak to an adult/ seek help/ responding to greeting etc).

Protocol 4

Transitioning from Playgrounds to Entering School

- Pupils are given a visual alert that they have 2 minutes until end of play or 5 mins to end of lunch during which time they tidy up.
- Adults and any appointed children endeavour to ensure those children for whom ending play may be a trigger are informed 1:1 via quiet word.
- After the required time a bell/ tambourine is shaken to indicate it is time to file inside.
- Assigned adults lead them into class or ask them to start walking into school in single file.
- Classes are brought into dining room from playground by staff alerting children to begin walking towards ramp and then on to the dining room

One long whistle blow is used to alert everyone there is a safety issue and everyone should stop and turn to face the direction of whistle blower.

Protocol 5

Courteous Dining Room Behaviours

- Children wash/ sanitise hands before eating.
- Children sit at their assigned table until invited to go to the hatch.
- Children from Y2-Y6 to pour own drinks and wipe up any spills.
- Children on table with sandwiches wait until first child back from hatch before eating.
- When everyone has finished eating children wait to be invited to clear and be dismissed.
- Adults in charge will wait until approximately two tables are ready and will escort first groups of children out of the dining room.
- Subsequent tables wait to be dismissed.
- Children clear their own plates and place used crockery and cutlery in the correct places.
- Younger children may be accompanied by Y5/6 helpers or school staff as required.

Protocol 6

Use of Reasonable Force

This form is to be completed by the person involved in the incident and uploaded to ARBOR as soon as is reasonably practical after the incident.

Name of Pupil	
Is child on SEN register?	
Date of incident	
Time	
Where in school happened	
Summary of behaviour that led to decision to use reasonable force	
Steps taken before reasonable force used	
Degree of force used e.g. Seated low level restriction 1 adult Standing medium level 2 adults Standing high level 2 adults	
Adults involved	
Any injuries sustained by pupil as a result of the reasonable force used.	
Any injuries sustained by staff member as a result of the reasonable force used.	
Time and date parents informed.	
Name of person who informed parent	
Name of person completing his form and uploading to ARBOR and alerting head teacher/ deputy on ARBOR and verbally.	
Head teacher or deputy will mark as read the ARBOR incident to which this form is attached to indicate this form has been read.	
Any subsequent action by head teacher or deputy will be recorded as a linked action to the ARBOR incident.	

Specific Roles for Inclusion Team and Office to support Behaviour and Attendance

First Call Inclusion Team consists of:

Safeguarding Officer
Sendco
Nurture support staff Lead
School Counsellor
Behaviour support staff lead

They are also supported by Head teacher and Deputy Head Teacher

The Inclusion team will work together to:

- Identify pupils requiring additional support for interventions such as playtime activities or nurture sessions / in-house alternative provision and set these up and run them to ensure successful playtimes at break and lunch
- Support meet and greets of identified children either directly or ensuring other appropriate staff are available
- Liaise with SENDco where further support may be required
- Assist in de-escalation of pupils who are dysregulated by providing time outs and support
- Supporting the use of reasonable force where a pupil is putting themselves or others at risk of harm or refusing to comply with an instruction e.g. to leave a room, causing serious disruption to the education or wellbeing of others when all other options to de-escalate the situation have been explored

In addition:

The Safeguarding Officer will

- Liaise with office staff to ensure new starters have supported induction and support sign up process
- Liaise with the admin staff responsible for inputting attendance to make phone calls to parents for non-attendance and offer support
- Work with the Educational Welfare Officer weekly to identify further support for pupils where attendance is a concern
- Identify and deliver where appropriate or signpost to any further support packages or interventions that pupils or their families causing concern may require to support inclusion, safety and wellbeing
- Sign up new starters and coordinate any support needed for smooth transition

The Nurture Lead will

- Liaise with class teachers to identify pupils who will benefit from nurture sessions
- Plan and deliver nurture session and liaise with parents re progress.
- Provide additional advice and support to staff for identified children

The School Counsellor will:

- Offer tailored interventions and counselling sessions when referred by class teachers or member of inclusion team with support of parents.

Admin and Finance Staff

- Log attendance and chase absence daily, logging on ARBOR any concerns and liaising with Safeguarding Officer with any early concerns
- Ensure all new starters have been provided with key information and an appointment made with Head or Deputy before starting and class teacher, support staff, EAL lead, SENDco and Safeguarding Officer (as appropriate) are also informed.
- Telephone parents to attend school to support with a child's behaviour where advised to do so by Head Teacher, Deputy or in their absence, the Assistant Head.

Protocol 8

Examples of restorative conversation scripts for staff to use with children

Can you tell me what happened? What rules have you broken? What values have you broken?

What were you thinking/feeling at the time?

How have you been thinking/feeling since it happened?

Who do you think has been affected by your actions? How were they affected?

How do you think they felt?

What could you do now to make things right?

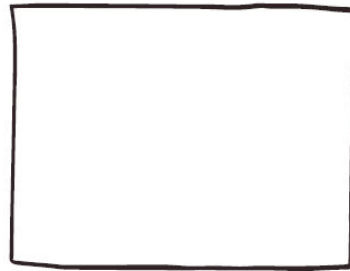
How can we prevent this from happening again?

What can I do to help you?

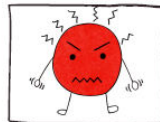
The above conversation prompts can be supported by asking the pupils to write or draw or the teacher supporting that process. Templates like the examples below may be used to scaffold this if required.

Reflect and Reset

What happened?



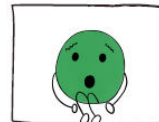
How were you feeling?



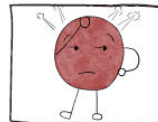
Angry



Confused

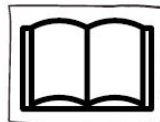


Scared

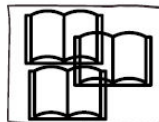


Annoyed

What was the impact of your choice?



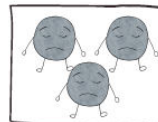
I stopped myself from learning



I stopped others from learning



I feel sad

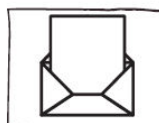


I have made others feel sad

What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

Protocol 9

Examples of conversation scripts for staff to use with children to teach and re-establish routines

A routine is something that we do automatically and all the time.

Routines help to keep us safe and happy.

When talking to our partner we should ____

The best way to be safe in school is ____

I can be responsible by ____

It is respectful / not respectful to ____

If I need help I can ____

When moving around school we need to ____

If I have finished my work I should ____

If my teacher needs my attention they will ____

If my teacher is talking I should ____

One thing I should not do in class is ____

I would use a quiet voice if I was ____

I would use a loud voice if I was ____

I can look after the classroom / school/ equipment by ____

The most important rule in this class/ school is ____

Protocol 10a

Example Behaviour Diary/**Report**/ Communication Book

Hanley St Luke's Church Of England Academy

REPORT CARD

In line with the school's Behaviour Policy **BE READY, BE RESPONSIBLE, BE SAFE** a report card is required at STAGE 4. This is where a child's behaviour has remained persistent following much support by the class teacher, support staff and a senior leader.

At stage 4 the support measures remain in place but behaviour is to be closely monitored and reported to parents/carers on a weekly basis.

	Am	PM	General overview (signature acknowledgement by a member of the Leadership team.)
Support measures e.g. brain break, visual timetable, access to breakfast, lunchtime nurture...			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Weekly summary reported to aren't/carer			Parent/carer comment Next steps