



Behaviour and Relationships Policy

Updated October 2023

At All Saints Academy, it is our vision to provide the 'good soil' for every member of our community to develop deep roots and flourish as a unique individual and achieve their full potential. With the highest of expectations, we nurture and develop each individual so that they can explore who they are and make a positive contribution to our local community and the wider world.



A loving place where we all care, learn and grow together.

Our school values at All Saints Academy:

- Respect
- Kindness
- Perseverance
- Honesty
- Courage
- Empathy

Our vision and values are central to all that we do. They are promoted through our curriculum, they run through our policies and they inform our day to day decision making.

At All Saints Academy, we believe that every member of the school and wider community has a collective responsibility to ensure that our school environment is safe and one in which all members of the school community can be happy and thrive.

We recognise the importance of creating sustained and meaningful relationships with our children and their families in order to support our children to make the right choices now and in the future. At All Saints Academy, we have the highest of expectations of both our children and ourselves.

Our Behaviour and Relationships Policy is designed to provide an agreed framework for good practice in order to ensure a consistent approach.

Partnership with Children

Building positive relationships with our children is a key element of our approach to behaviour management. All staff work hard to develop strong relationships with our children. We recognise that each child is an individual person with different strengths, abilities and needs. We encourage all our children to have a voice and to be able to share and express their ideas, thoughts and opinions in a positive and constructive way. Our aim is to support our children to be able to regulate their own behaviour. When managing behaviour, we always address the behaviour or action and not the child themselves.

Partnership with Parents

We value the importance of building strong relationships with parents and carers. We are always approachable and ensure that we know our children and their families well. When parents and school support each other, children experience a more consistent approach to their learning and general development, giving them the best opportunity to develop their full potential.

Responsibilities of Staff

Developing positive and supportive relationships with all children is the responsibility of **all** staff at All Saints Academy. It is the responsibility of all staff to support all children to make the right choices and to help them to embed positive relationship and learning behaviours in all aspects of their life.

Rules

We have a very simple and clear set of school rules which are understood and followed by everyone in our school.

- Ready
- Respectful
- Safe

Reward System

In order to encourage positive behaviour we have established a positive reward system. All adults are encouraged to reward positive behaviour through:

- Verbal praise specific to the behaviour
- Stickers
- Class dojos (with half termly certificates)
- Sharing positives with another member of staff including the headteacher
- Sharing and displaying work
- Let parents know about their children's good behaviour through discussing quickly at the door/gate, phone calls, texts and post cards
- Weekly 'Praise Collective Worship' with a Pupil of the Week from each class

Consequences

Consequences are necessary for children who choose from time to time not to follow the school rules and behave inappropriately. At All Saints Academy, we accept that it is our responsibility to support those children so that they can make better behavioural choices in the future.

Adults should always:

- make clear they are dealing with the behaviour, rather than stigmatising the child;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid whole group sanctions that punish the innocent as well as the guilty;

- wherever possible, use sanctions that are a logical consequence of the child’s inappropriate behaviour (for example, if work is not finished in class the teacher may send the work home to be completed or the child upturns a pot of crayons in anger- they help to tidy these up once regulated);
- never issue a consequence that is humiliating or degrading;
- use consequences in a calm and controlled manner;
- ensure that consequences are seen as inevitable and consistent (children should know that a consequence, when mentioned, will be used);
- attempt to link the concept of consequences to the concept of choice, so that children see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour;
- take account of individual circumstances and individual needs;
- encourage children to reflect on the effects of the misbehaviour on others in the school community.

<u>Steps</u>	<u>Actions</u>	<u>Examples of behaviour</u>	
Reminder	A reminder of the three simple rules ‘Ready, Respectful, Safe’ delivered privately wherever possible, <i>e.g. moving over to the child and speaking to them quietly</i> . Repeat the reminder if reasonable adjustments are necessary.	Any low level off track/ disruptive behaviour, e.g. shouting out, interrupting	No consequence
Consequence 1 (C1)	A clear verbal warning delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue . ‘If you choose to continue to, you are choosing to....’	Repeat occurrence of low level behaviours which distract from learning	No consequence Record C1 on class behaviour sheet
Consequence 2 (C2)	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and previous examples of good behaviour. For example, ‘I know you can....I need to see you ... now. Make the right choice’	Repeat occurrence of low level behaviours which distract from learning	Record C2 on class behaviour sheet KS1 & KS2: 5 minutes from playtimes
	Some behaviours will go immediately to C2. Children understand which behaviours would immediately result in a C2 .	Play fighting Name calling Disrupting collective worship	EYFS: 2 minutes time-out
Consequence 3 (C3)	Time out might be outside the room (an agree space), in the classroom next door or on the thinking spot. It is a few minutes for the child to calm down and reflect. Time	Repeat occurrence of low level behaviours which distract from learning	Record C3 on class behaviour sheet KS1 & KS2: Full

	<p>should be made clear to the child- e.g. 5 or 10 minutes- it may be useful to use a timer. Children take work with them. After time out, there should be a conversation about their behaviour.</p> <p>Buddy Rooms: FS1 & FS2 (or Year 1 if required) Year 1 & Year 2 Year 3 & Year 5 Year 4 & Year 6</p>		<p>playtime missed (15 minutes)</p> <p>EYFS: 3 minutes time-out</p>
Consequence 4 (C4)	<p>Member of staff will contact a member of SLT to discuss the child and consequences of their actions and incidents of misbehaviour.</p> <p>Parents must be informed either before the end of the day or at the end of the day (collection).</p>	<p>Repeat occurrence of low level behaviours which distract from learning</p> <p>Swearing</p> <p>Intentional damage to property</p> <p>Racist/homophobic/sexualised language</p> <p>Fighting</p> <p>Persistent bullying behaviours</p>	<p>Record C4 on class behaviour sheet</p> <p>Logged on CPOMS</p> <p>Isolation from peers for a minimum of 1 hour (in Buddy Room or with member of SLT)</p> <p>EYFS: Isolation from peers for a minimum of 10 minutes (in Buddy Room or with member of SLT)</p> <p>Parents informed and placed on report for 3 days minimum.</p>
Consequence 5 (C5)	<p>A member of staff will contact the headteacher (AHT in absence of HT) to discuss the incident(s).</p> <p>Headteacher will contact Trust CEO/Trust Deputy CEO for authorisation of suspension.</p> <p>Parents must be informed and asked to come into school for a meeting on the same day.</p>	<p>Very serious incidents of intentional violence, verbal abuse, physical abuse or behaviour threatening the health and safety of others or damage to property.</p>	<p>Will result in a suspension or internal isolation</p>

Details of any serious behaviour incidents are recorded on a 'Serious Incident Form'. These are shared with the head teacher and then scanned and uploaded to CPOMS. All significant behaviour incidents are discussed with parents/carers (in person or by phone).

When on report, children must bring their report card to a member of SLT at the end of the morning session and the afternoon session. Class teachers will inform parents at the end of the

agreed report period to discuss next steps (either continue to monitor on report or remove from report).

Children with SEN and Disabilities

We strive to offer a consistent approach when supporting behaviour, however needs and circumstances of the individual will always be considered. In the case where a child's behaviour is affected by a SEN or disability, the school behaviour policy will be followed as closely as possible. However, there may be occasions where the school has to take alternative actions or arrangements to suit the needs of the individual with the need/disability. At times, the school may need to contact outside agencies for support with these issues.

Restorative approach

Following any serious incident of misbehaviour, we ensure that the behaviour is discussed using a restorative approach. We encourage children to take responsibility for their own behaviour and give them the chance to 'correct their mistake'. The questions addressed during a restorative conversation are:

1. What happened?
2. How were you feeling at the time?
3. Who has been affected?
4. How did this make other people feel?
5. What should we do to put things right?
6. What can we do differently in future?

Physical intervention

Physical intervention is only ever used as a last resort when other appropriate strategies have failed. De-escalation will be the first strategy employed by staff. It is not possible to define every circumstance in which physical intervention would be necessary or appropriate and staff will exercise their own judgement in situations which arise. Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- a) Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b) Causing personal injury or damage to property;
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Any intervention used is minimal and in proportion to the circumstances of the incident. All physical intervention is recorded on a serious incident form. These are scanned and uploaded to CPOMs.

For further information, refer to the Positive Handling Policy.

Bullying

See separate Anti-bullying policy

Monitoring and Reviewing

The Head Teacher is responsible for reviewing the effectiveness of this policy on a regular basis. The school governing body has the responsibility to support the Head teacher in implementing and reviewing the effectiveness of the Behaviour and Relationships Policy.