



Behaviour Policy

FRANCIS ASKEW PRIMARY SCHOOL

Behaviour Policy February 2021

At Francis Askew we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

Aims and expectations

At Francis Askew, our behaviour mantra is (see Appendix A,) **“We are kind, safe and have a positive attitudes to our learning.”**

Our aim at Francis Askew is to inspire every child to be happy, confident, self-motivated and resilient so they achieve personal success and make a positive contribution to society. We are a caring community built on a specific set of values:

RESPECT, TRUTHFULNESS/HONESTY, MANNERS (politeness), RESPONSIBILITY, KINDNESS/CARING, TOLERANCE/AN UNDERSTANDING OF OTHERS (see Appendix B)

These values support children to develop the positive attitudes and behaviour required for each of them to fulfil their true potential, emotionally, physically, spiritually and intellectually, both during their time at school and in their life ahead. The school behaviour policy is designed to support the way in which all members of the school can live and work together in a way that upholds and promotes these values. It promotes an environment where everyone feels happy, safe and secure.

Every member of the school community is expected to behave in a considerate way towards each other. Everybody is expected to respect each other and each other's things.

All children are treated fairly and the behaviour policy is applied consistently. We listen to children and foster an understanding about choice and accountability, cause and effect.

We acknowledge that children have the right to the best quality education we can provide and to be kept safe. We aim to help children grow in a safe and secure environment so that their welfare is safeguarded and they know how to stay safe.

This policy is designed to promote good behaviour, cooperative skills and develop self-esteem rather than merely deter anti-social behaviour. We aim to develop responsible, respectful pupils.

We aim to help children become positive, responsible and increasingly independent, so they join in and play a productive part in their community, the city's community and increasingly, the global community; enjoying and making good progress in learning, leisure and personal development.

Purpose of the Positive Behaviour Policy

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no “bad” children, just “bad choices.”
- Encourage children to recognise that they can and should make “good choices.”
- Recognise individual behavioural norms and respond appropriately.
- Promote self discipline, self-esteem and a growth mindset.
- Teach appropriate behaviour through positive intervention.

All staff must:

Follow the protocol and procedures around the building and outside of the building (see Appendix C .)

- Take time to welcome children at the start of each day and each session.

- Always pick up on children who are failing to meet expectations.
- Always direct children be referring to “**We are kind, safe and have a positive attitude to learning.**”

The Headteacher must:

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Be responsible when giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Headteacher and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage the use of positive praise (which promotes a growth mindset,) face to face messages to parents, phonecalls, certificates and stickers.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- Are consistent each and every time and with each and every pupil.
- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all the children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by the children.
- Demonstrate unconditional care and compassion.

Children want adults who:

- Give them a “fresh start” every lesson.
- Help them to learn and feel confident.
- Are fair.
- Have a sense of humour.
- Are calm and consistent.

Parents must:

- Collaboratively work with the school, so children receive consistent messages about how to behave at home and at school.
- Promote and encourage their children to meet the “Francis Askew Green Standards” **see Appendix D .”**
- Have access to the school policy on rewards and sanctions which may be discussed at the annual parents’ meeting and support these.
- Initially contact the child’s class teacher if they have any concern regarding their child. If parents are not satisfied with the outcome, they may then contact the Phase Leader, and then the Head. If the concern remains, they should contact the school governors through the correct channels. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Governors must:

- Have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- Support the Head Teacher in carrying out these guidelines.
- Give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Policy into Practise

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principles sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book, "When the adults change, everything changes." Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules "**Be safe, be kind and have a positive attitude**" which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Rewards

The school employs a number of rewards to ensure a safe and positive learning environment. We ensure that these are consistent across the school and that there aren't any class specific rewards.

Verbal praise	Positive praise will be used to promote a growth mindset (See Appendix E.)
House Points	House points are given to children who are showing our expectations of behaviour. If the children are following our behaviour mantra or showing our school values, they will be awarded house points. At the end of each term, the house with the most house points will be rewarded with a treat.
Verbal positive messages/Phone calls home	Teachers aim to pass on at least one message at the end of the day or phone one parent at the end of the day to inform them of positive behaviour their child has shown.
Positive Postcard	Postcard to be sent on a Friday in secret to a child who has gone over and above.
"Gold Standard" board	Each classroom to have a "Gold Standard" board to recognise children who have gone over and above our green expectations. This could be pieces of work, post-it notes with quotes on etc The children will get given a gold sticker to take home to show they have been recognised. Behaviour lead will aim to tweet the Gold standard boards every Friday. Once a child has been put on the golden board, they cannot be taken off until the end of day on a Friday. The board will be refreshed again every Monday.
Merit	Weekly merit to be given linked to a curriculum driver. Some drivers are linked to attitudes to learning; resilience and being aspirational.
Class attendance	Prize to be given at the end of the year for the best attendance.
Persistent absentees	

	Chosen persistent absentees will have their own chart to track their attendance each day. Certificates for “Improved attendance” are given by attendance buddies if persistent absentees have come to school for 5 days a week.
100% Attendance	Certificates to be given our termly and annually. Children are awarded £5 for attending school every day for a full year and consecutive years. If the child has two years 100% attendance they also receive a bronze “100%” badge to wear on their uniform, 3 years- a silver badge and 4 years or more they receive a gold badge.
Ad Hoc	Presentation of sports events and other competitions.

Assertive Discipline steps (Use of Traffic Light system) see Appendix Fi and Appendix Fii for the adaptations made during the Covid 19 pandemic.

The inclusion pyramid describes a stepped approach to prevent and respond to negative behaviour escalating in accordance with the M.A.P.A training.

Staff at school follow a three stage plan for managing behaviour in the classroom. **Stage 1** behaviours would warrant a very brief reminder about choices and how to stay on green on the traffic light. If the negative behaviour persists, the child will receive a warning and will go on “Amber” on the traffic light. The child will again be reminded how to get back onto green quickly. Staff are to follow the reminder and warning scripts (**see Appendix G** .) If the behaviour still continues, then the child’s name will go on “red” on the traffic light and will need to receive a consequence e.g. time out, which will need to happen immediately.

Stage 2 behaviours activate the assertive discipline steps and the child’s name will directly go onto red and they will need to go to the reflection room. If it is appropriate, considering the age and ability of the child, a reflection sheet can be completed by the child (**see Appendix H.**) When the child returns to class, they will have a fresh start and go back onto “green” on the traffic light.

Stage 3 would mean immediate intervention from the duty teacher (member of SLT.)

Examples of typical behaviours at **stage 1** would include;

- Calling out
- Talking when someone else is talking
- Interrupting a conversation
- Distracting others
- Sulking
- Running in the corridor
- Moving about the classroom without good reason and/or permission

Examples of typical behaviours at **stage 2** would include;

- Inappropriate language e.g. non-threatening expression of displeasure
- Name calling
- Lack of respect for people or property
- Rudeness
- The very first instance of foul and abusive language
- Refusal to follow instructions
- Non-verbal gestures
- Lying
- Rough play
- Any persistent action exemplified at stage 1

Examples of behaviour that would be at **stage 3** would include;

- Any behaviour that puts themselves or any other person at risk of harm
- Any violent act towards any other person
- Foul and abusive language towards any adult in school

- Threatening behaviour towards adults or children (with menace and/or intent)
- Racial abuse/homophobic abuse (intended as such)
- Persistent refusal to follow instructions
- Theft
- Spitting
- Running away from an adult
- Deliberate damage to any property in school
- Bullying (see anti-bullying policy)

In all cases, language relating to our school values will be used.

NB – THE ABOVE ARE ONLY EXAMPLES OF BEHAVIOURS FOR EACH STAGE. IT IS NOT EXHAUSTIVE AND THERE IS FLEXIBILITY IN THAT STAFF MAY USE THEIR PROFESSIONAL JUDGEMENT

A one page document has been produced to give to all visitors to the school which summarises our behaviour policy (Appendix J.)

A graduated response to how we deal with escalated behaviour is in place (Appendix K.)

Bullying

The school does not tolerate bullying of any kind and implements ‘no blame approach’ to bullying. The lead behaviour and Head Teacher monitor and deal with all complaints of bullying. (see Anti-bullying policy)

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or Special Educational Needs. As a school we recognise that their behaviour is a way of communicating their emotions. We also understand that for our children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke “Positive Handling Plans” which will be shared with all relevant staff, Other staff who do not work directly with the child will be made aware of this. See **(Appendix I.)**

Physical restraints

Very rarely a child may need to be restrained if they or another staff very seriously. All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself. (See positive handling policy.) Designated members of staff have been M.A.P.A trained on how to provide a physical intervention.

Physical attacks on adults

At Francis Askew we take incidents of violence towards staff very seriously. We also understand that staff are the adult in the situation and can use a “common sense” approach to keep themselves and the child safe. Staff can use “reasonable measures” to protect themselves in accordance to reasonable force (See positive handling policy.)

All staff should report incidents directly to the Headteacher, Deputy or Assistant Headteachers. We appreciate that these incidents can cause distress for the adults involved. Therefore, all staff are entitled to take time away from the classroom to recover their composure.

Whilst incidents of behaviour towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us, as adults, to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but we

will need to show compassion and care for the child. Exclusions may happen once we have explored several options and created a plan around a child.

Fixed-term and permanent exclusions

A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the children better.
- The child being at home will have a positive impact on future behaviour.

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school following extreme incidents at the discretion of the HT. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. Permanent exclusions will only be taken in cases where:

- Long term behaviour is not responding to strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be in our hearts of all our decisions.

If the Head Teacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions of **fifteen days or more in any one term**.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

(Addition from January 2018)

Peer on peer abuse

At Francis Askew primary School, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

These behaviours should never be tolerated, passed off as ‘banter’ or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child’s emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHaSH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy’s Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2018)

Behaviour Beyond the School Gates

In line with section 89 of the Education & Inspection Act 2006, this policy also applies to poor behaviour not on the school premises.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity or;
- Travelling to or from school or;
- Poses a threat to another pupil or member of the public or;
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member ‘to such an extent as is reasonable’.

Screening, Searching and Confiscation

The Education Act 2011 allows staff to lawfully search pupils, without consent or parental permission, if there is a suspicion that the pupil has a ‘prohibited item’. Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Headteacher or Designated Safeguarding Lead may consider referring the matter to Children’s Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

School visits and out of school activities

Our main concern is for the safety of all of the children in our care. In exceptional cases it may be felt that the behaviour (or trends of behaviour) of certain children might create a safety hazard for themselves and other children/staff. A risk assessment will be undertaken by the phase leader, deputy or Head Teacher. Parents will be informed (usually in writing) and, if appropriate, could be invited to accompany their child for whom they would take responsibility during the visit.

In the event that this could not be arranged, any such children will continue their education within school for the duration of such a visit.

No child will be excluded from any activity due to any physical or learning disability, economic reasons or religious reasons

Monitoring (updated Sept 2018)

Staff monitor the effectiveness of this policy on a regular basis and report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records classroom incidents on CPOMS. All members of the Senior Leadership team record those incidents where a child is sent on account of inappropriate behaviour on CPOMS. A record is kept of any incidents that occur at break or lunchtimes: lunchtime supervisors record any incident on CPOMS and this alerts the Head Teacher/Deputy Head and Senior Leaders.

The Assistant Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. Reports are generated termly for Governors. The information is also sent to the LA where necessary.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body and staff review this policy every two years. The governors may review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

This policy should be read in conjunction with behaviour, SEN, attendance, PSHCE, Child Protection, e-safety, whistleblowing and complaints policy

Signed:

Date:

To be reviewed: April 2021

Amended with Peer on Peer abuse from DFE guidance December 2017
Amended Sept 18 – Monitoring, Appendix B Inclusion Pyramid, Appendix C
Re-written June 2020 Appendix J and K added February 2021.

APPENDIX Ai- KS1 Behaviour Mantra

Our School Behaviour Mantra

At Francis Askew we...

- *Are kind.*
- *Are safe.*
- *Have a positive attitude.*

Our School Behaviour Mantra

At Francis Askew we...

- Are kind.
- We keep ourselves and others safe.
- Have a positive attitude towards our learning.

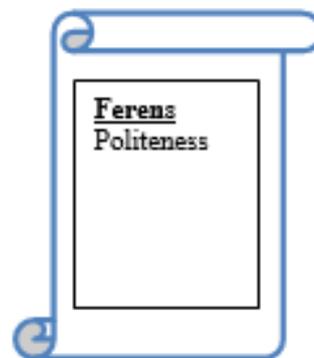
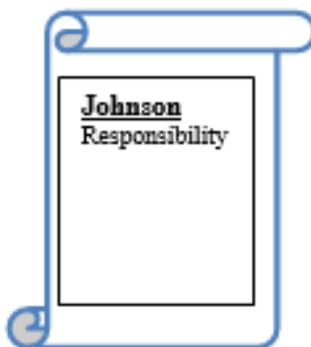
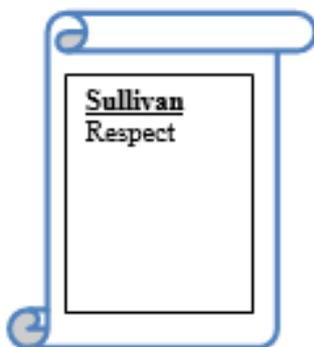
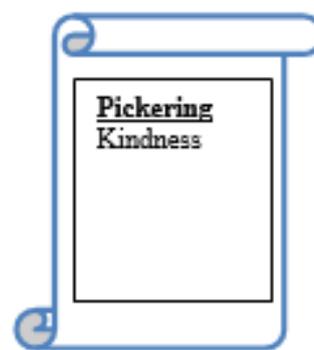
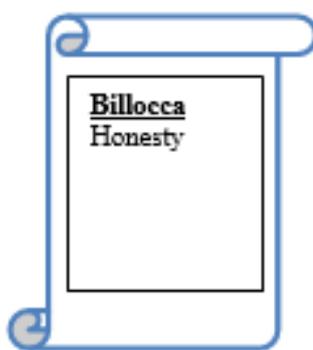
APPENDIX B- Values and house point system

Our Values Based Curriculum Chosen by Parents, Staff and Children

**RESPECT, TRUTHFULNESS/HONESTY, MANNERS (politeness), RESPONSIBILITY,
KINDNESS/CARING, TOLERANCE/AN UNDERSTANDING OF OTHERS.**

Every child and staff member in school is in a house, children from the same family are in the same house. Children are awarded house points for showing any of the above values and for many other things. Each week we have assemblies based on these values. Each term there is a reward for the house with the most points.

The houses we have chosen are all to do with famous people from Hull who have shown these values. We have (William) Wilberforce, (Christopher) Pickering, (Thomas) Ferens, (Clive) Sullivan, (Amy) Johnson, (Lillian) Billocca. Ask your child which house they are in, they may also be able to tell you something about that person. Each house has been allocated one of these values which they are going to research and look for in each other.



APPENDIX C

Staff Procedures and Protocol February 2020

Corridor

- Staff members to stand at designated positions between 8:45am-9:00am to welcome children and say "Good Morning" and expect a reply.
- Ensure that teachers are visible in the corridors i.e. standing in the doorway so they can supervise both the corridor and the classroom at the same time. In KS1, teachers to stand between the cloakroom and the classroom.
- **All staff** members to insist on "green walking" and children showing a "green line" at all times. Stop at intervals to check this before continuing.
- **All staff** to calmly challenge/remind any child who is failing to show "green walking" and ask them to try again. (script will be produced to support with this.)
- **All staff** to praise "green walking" around the school.

Lunchtime

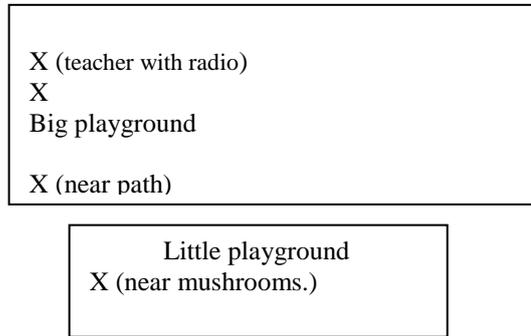
- SLT member on lunch duty will stand half-way up the stairs at the beginning and end of lunch to check that classes are showing "green walking."
- SLT member to have dinner in the hall and carry the radio at all times.
- If it is wet lunchtime, please can teachers sit the children down in the hall as if they were in assembly.
- Member of staff to meet and greet classes from the playground promptly. Wherever possible, this needs to be the class teacher.

Playtimes

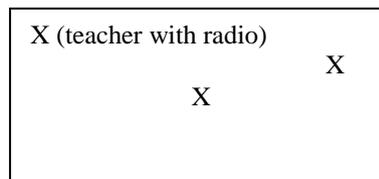
- Designated person (with a * on the rota) will take a radio and a whistle.
- **All staff** will wear blue vis jackets on duty.
- Children not to play on the hills unless a member of staff has directed them to and supervises this.
- Only one ball per year group allowed and looked after by a class member.
- Teacher with the whistle will blow it once to 'freeze' children and put children's hands up. If any children have a ball then they need to pass it to an adult immediately. Teacher will wait for all children to do this and then blow the whistle a second time for the children to line up in a 'safe' way. Any children who fail to do this will owe the time back to the teacher who blew the whistle at the following lunchtime.
- Staff to meet and greet classes and then promptly stop at the yellow doors and insist on a "green line" before entering the building.
- The person with the radio will walk in with their classes last to ensure that all children are inside school. If children are refusing to come in then radio for SLT. They will then have time out for 5 minutes with the teacher at lunchtime who blew the whistle.

- Walk up stairs in a 'green' way.
- Staff to stand in designated posts:

KS2:



KS1:



Classroom

- All members of staff to be moving around the room and working with children i.e. not sitting at desks.

APPENDIX Di- KS1 version

Francis Askew

Green Standards

At Francis Askew we...

- Are kind.
- Are safe.
- Have a positive attitude.



Francis Askew

Green Standards



Always follow our behaviour mantra.



Aim to come to school every day and be on time.



Read at home at least three times, aiming for five times.



Wear our school uniform and P.E kit with pride.



Strive to be our best selves.

Growth Mindset Feedback

*As students begin to work on their learning objectives, growth-minded language guides and motivates them to ensure that they remain **persistent, resilient, and focused** on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.*

Use these language frames when interacting with your students in the following situations.

When they struggle despite strong effort

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What did you do to prepare for this? Is there anything you could do to prepare differently next time?
- You are not there/here **yet**.
- When you think you can't do it, remind yourself that you can't do it **yet**.
- I expect you to make some mistakes. It is the kinds of mistakes that you make along the way that tell me how to support you.
- Mistakes are welcome here!
- You might be struggling, but you are making progress. I can see your growth (in these places).
- Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year)?
- Of course it's tough – school is here to makes our brains stronger!
- If it were easy, you wouldn't be learning anything!
- You can do it – it's tough, but you can; let's break it down into steps.
- Let's stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your hard work. It will pay off.

When they struggle and need help with strategies

- Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem/calculation.
- Let me add new information to help you solve this....
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's do one together, out loud.
- Let's practice (skill) so we can move it from our short-term to our long-term memory.
- Just try – we can always fix mistakes once I see where you are getting held up.
- Let me explain in another way with different words.
- What parts were difficult for you? Let's look at them.
- Let's ask _____ for advice—s/he may be able to explain/suggest some ideas/recommend some strategies.
- Let's write a plan for practicing and/or learning.
- If you make _____ changes, we can reassess your score. Let's discuss a plan for you.

When they are making progress

- Hey that's a tough problem/task/concept that you've been working on for a while. What strategies are you using?
- I can see a difference in this work compared to_____. You have really grown (in these areas).
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for awhile and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.

When they succeed with strong effort

- I am so proud of the effort you put forth to/in/with_____.
- I am very proud of you for not giving up, and look what you have to show for it!
- Congratulations – you really used great strategies for studying, managing your time (behavior, etc.).
- I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- All that hard work and effort paid off!
- The next time you have a challenge like this, what will you do?
- What choices did you make that you think contributed to your success?
- It's exciting to see the difference in your work now when I compare it to your earlier work.
- I can see you really enjoyed learning_____.

When they succeed easily without effort

- It's great that you have that down. Now we need to find something a bit more challenging so you can grow.
- It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- We need to raise the bar for you now.
- You're ready for something more difficult.
- What skill would you like to work on next?
- What topic would you like to learn more about next?



5. Head teacher - where exclusion may be necessary

4. **Duty Teacher (SLT)**- If the behaviour persists, the child is refusing to follow instructions or if the child has absconded then the senior leader member on duty will be phoned. The member of SLT will reinforce the original instructions from that member of staff. A de-brief with all staff involved and may involve ELSA or parents.

3. **Reflection Room**- Child to be removed to a different classroom if they remain on red (year group partners for EYFS/KS1 and AF/JO for KS2) for 5 minutes with appropriate work to complete and then return to class. The child will be welcomed back into the room and their name will be back on green.

2. **Warning**- adult to move name to amber (explain how to move back to green – look to acknowledge this and move back quickly) -> no improvement, move down to red (**reminder of how to get back to green.**) **Privately** explain to the child their consequence which needs to happen at that moment e.g. move to another table/area of the room, sitting out of an activity, sit/stand with a member of staff for time out. Please see warning script in appendix.

1. **Verbal Reminder**- Remind children of the behaviour mantra and our green standards. Follow reminder Script- Please see appendix.

Set a positive classroom climate- Staff to use a consistent and calm approach. Lessons should be engaging and activities should be correctly pitched to meet the needs of all children. MAPA strategies are used to prevent the escalation of negative behaviour. Please see appendix for guidance on praise and rewards.



5. Head teacher - where exclusion may be necessary

4. Duty Teacher (SLT)- If the behaviour persists, the child is refusing to follow instructions or if the child has absconded then the senior leader member on duty will be phoned. The member of SLT will assess the situation and respond in an appropriate and safe manner. Parents will be phoned at this point and the child will be sent home and may lose their place at school.

3. Self-regulation activity and/or reflection sheet- Professional judgement to be made in relation to individual child considering their age and ability. If child is completing a self-regulation activity then this will be pre-decided with the child. The activity needs to be academic, calming and independent. If the child has completed a reflection sheet then this will be discussed and resolved. Once either has been completed, the child will be given a fresh start and will be back onto green.

2. Warning- adult to move name to amber (explain how to move back to green – look to acknowledge this and move back quickly) -> no improvement, move down to red (**reminder of how to get back to green.**)
Privately explain to the child their appropriate consequence which needs to happen at that moment. Consequences can include; having time out at playtime/dinner time or sitting out/not joining in with an activity. Please see warning script in appendix.

1. Verbal Reminder- Remind children of the behaviour mantra and our green standards. Follow reminder script- Please see appendix.
Set a positive classroom climate- Staff to use a consistent and calm approach. Lessons should be engaging and activities should be correctly pitched to meet the needs of all children. MAPA strategies are used to prevent the escalation of negative behaviour. Please see appendix for guidance on praise and rewards.

APPENDIX G

Responding to negative behaviour

When giving reminders....

child persistently causing low levels of disruption

At Francis Askew we have a positive attitude to learning. You need to put down the pencil and listen to the speaker. Thank you."

child name calling

In this school we are kind. You need to use kind words when speaking to people. Thank you.

child sliding on the bannister

At Francis Askew we need to keep ourselves safe. You need to put both feet on the stairs. Thank you.

When giving warnings....

After a reminder, if the behaviour persists then move child onto amber and tell them how to get back onto green;

"To get back onto green you need to _____" Wait 10 seconds then they would go onto green or red and not stay on Amber.

If children aren't co-operating:

I can see you're not ready to talk at the moment. I will come back in ___ minutes.

Appendix H- Behaviour Reflection sheet

Name _____

Class _____

Can you explain what happened?

What were you thinking at the time?

How were you feeling at the time? (tick)

Sad	Lonely	Frustrated	Confused	Angry	Worried	Hurt	Other
							
<input type="checkbox"/>	<input type="checkbox"/>						

Who do you think has been affected by what you have done?

What could you do to put things right? (eg. Letter of apology, verbal apology, understand what other person feels)

On this occasion, will your parent / carer be contacted?

YES	NO
<input type="checkbox"/>	<input type="checkbox"/>

Signature (pupil) _____ Date _____

Signature (adult) _____ Date _____

Appendix I

GUIDANCE TO TEACHERS WHEN DEALING WITH A CHILD WITH BEHAVIOURAL PROBLEMS

Keep to clear, effective, consistent, agreed routines and question yourself first before deciding on action.

Even with the best policies, curriculum delivery and a positive ethos in place, behavioural problems still arise.

In a normal situation the inclusion pyramid will be followed. At all stages of the pathway, inappropriate behaviour and action must be logged on SIMS under behaviour and/or CPOMS.

- Differentiated behaviour management techniques may be utilised (e.g. a points chart) where each lesson is evaluated. At the end of each day the teacher and parents sign the document until such time as the child's behaviour improves or they move onto a behaviour contract. Parents must always be notified if a behaviour contract is put in place and a letter is sent home by the Head Teacher or Deputy inviting parents to come into school to sign the contract. Breaching a behaviour contract may result in referral to an external outreach service e.g. The Whitehouse Referral Unit.

Additional guidance

In the extreme case of behaviour where the welfare, health and safety of pupils or staff are endangered the Head Teacher or a senior leader must be called immediately.

At no time must a teacher leave his/her class without making arrangements for emergency cover. This cover must be a teacher or TA.

For pupils who are regularly disrupting class sessions, parents should be informed as soon as a pattern is established. Before a class teacher makes this decision the advice of the phase leader must be sought.

Access to the SEN Co-ordinator

Please use the expertise of the SEN Co-ordinator. Remember that many behaviour problems are the direct result of learning difficulties and even if they're not, help towards putting together a structured programme of behavioural management linked to rewards can be very effective.

Policies/Behaviour

Appendix J

Vision and aim- At Francis Askew, every child has what they need so that they can behave well and are ready to learn.

Adult expectations	Child expectations
<ul style="list-style-type: none"> - Welcome children at the start of each session. - Set a <u>positive</u> and <u>calm</u> classroom climate. - Are <u>consistent</u> each and every time and with every pupil. - Praise the "<u>process</u> of learning" to promote resilience and a growth mindset. - Give children a "fresh start." - Have high expectations and always <u>challenge</u> children who are failing to meet expectations. - Demonstrate unconditional <u>care</u> and compassion. - Reinforce what "<u>green behaviour</u>" is and remind and teach children how to show "green" at all times. - Use <u>silent signal</u> (putting arm in the air) to gain children's attention. - Use silent signal to reinforce green walking and showing a green line while moving around the school. (Use it before every fobbed or external door and at the top and bottom of the stairs.) - Be good <u>role models</u> around the building and look out and praise children for showing green behaviour. 	<ul style="list-style-type: none"> - To always follow our behaviour mantra of; "At Francis Askew we are <u>kind</u>, we keep ourselves and others <u>safe</u> and have a <u>positive attitude</u> towards our learning." - To always show our school values of; <u>respect</u>, <u>kindness</u>, <u>responsibility</u>, <u>politeness</u>, <u>tolerance</u> and <u>honesty</u>. - To understand that following our behaviour mantra and showing the school values is displaying "green" behaviour. - Aim to keep name on green on the traffic light at all times. - Always walk sensibly and quietly around the building. - Always respond to the "silent signal" immediately by putting hand up, being quiet and looking at the adult every time it is used.

It is the responsibility of every adult in school to reinforce positive behaviour and to challenge behaviour that does not meet our green standard.

How do we reward the children at Francis Askew?

- Give house points to children who are meeting our expectations of following the behaviour mantra and showing our school values and therefore demonstrating "green" behaviour.
- Recognise children who have gone over and above our expectations by putting their name on the "Go for Gold" board in the classroom and reward them with a golden sticker. Name cannot be removed until the next week.
- Postcard to be sent on a Friday in secret to a child who has gone over and above in each class.

How do we respond to behaviour that fails to meet our expectations?

1. Give a reminder, "At Francis Askew we (refer to behaviour mantra or school values.) You need to..... Thank you."
2. If behaviour continues, move name on Amber and say, "To get back onto green you need to" Wait up to 10 seconds. Look to move name back to green and praise child. If no improvements are seen, move name to red.
3. If name is on red, privately explain to the child what their consequence is using this script; "If you break our school rule of _____ then you have chosen to (consequence)..... Do you remember when you(positive praise)...? That's what I need to see now/today. Thank you."

Consequences (depending on time of day) need to be immediate if possible. Examples include; a confiscation of something, asking child to sit/stand near an adult, time out at playtime/lunchtime (amount of time starting at 5 minutes, 10 then 15 depending on severity of incident.) Inform parent in person or by phone.
4. If behaviour continues to persist, child to be removed from the classroom to go to the reflection room (which is year group partners classroom) for 5 minutes with work they can do independently. Child welcomed back to the room and name back onto green. Record incident on CPOMS under "behaviour" so this can be monitored.
5. If the child is refusing to follow instructions then contact SLT duty teacher: extension 213 Mon-Wed and 252 Thurs and Fri. Record on CPOMS under "2nd stage pyramid." Parents to be informed by SLT duty teacher.

IMPORTANT: If a child is putting themselves or others in danger, then it is your responsibility to help keep them safe and ask somebody to ring/ask for the closest member of SLT immediately to assist you.

Appendix K

A graduated response to Behaviour

Vision and aim- At Francis Askew, every child has what they need so that they can behave well and are ready to learn.

Tier 1 children	Tier 2 children	Tier 3 children
<p>Follow all aspects of school behaviour policy.</p> <p>Ensure sufficient provision is in place for any SEN children.</p> <p>If child goes onto red, give appropriate consequence. If child's behaviour improves after consequence, this doesn't need to be logged onto CPOMS.</p> <p>If the child is repeatedly going onto red on the traffic light (more than twice in a day) and/or goes to the reflection room/area then record on CPOMS and move child to tier 2.</p>	<p>If child is SEN, SENCO to review provision to identify any additional strategies to support the pupil's needs. This would involve a class observation and a meeting with class teacher/support staff to discuss strategies. If child is not SEN, JD to arrange an observation in the classroom to assess the provision of the child and have a meeting with the class teacher.</p> <p>"Reward" chart in place with three measurable targets. Class teacher to phone parents to discuss these targets and then they are to be agreed by JD. Child to choose a "champion." Child can show their champion their reward chart at the end of each day. "Targets met" notes given for a good morning/afternoon to take home. At the end of the week, hand reward chart to JD to monitor progress. Targets can be changed and adapted to respond to progress made. Child should be able to feel success. This may mean to start with small steps and then build these up to broader targets over time.</p> <p>Morning and afternoon "check-ins" by support staff in the class to assess emotional well-being.</p> <p>Light touch ELSA in place as a preventative measure.</p> <p>Self-regulation activity already decided with child and is prepared and available when needed.</p> <p>Child to be monitored for a two-week period to see improvement. If insufficient progress has been made, JD will inform parents and child to move to tier 3.</p> <p>All incidents of negative behaviour relating to tier 2 children should be recorded on CPOMS.</p>	<p>JD to have a meeting with parents along with the class teacher and SENCO if child is SEN.</p> <p>ELSA in place following a structured programme of support.</p> <p>Individual behaviour plan and positive handling plans to be produced and shared with parents, adults who work with the child and SLT.</p> <p>Referrals made to other agencies e.g. Rising Stars, CAMHS, Whitehouse.</p> <p>All incidents of negative behaviour relating to tier 3 children should be recorded on CPOMS.</p>