



# Behaviour Policy

September 2022



**Francis Askew Primary School**  
*'Working together to make a positive difference for every child.'*  
**Behaviour Policy 2022-23**



**FRANCIS ASKEW PRIMARY SCHOOL**

**Behaviour Policy**  
**September 2022**

**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 attitude 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. Our REACH curriculum builds on our key values:

Resilience

Expression

Aspiration

Citizenship

Health

**(Appendix B)**

Our ethos is:

***Working together to make a positive difference for every child.***

Our principles for positive behaviour are:

- all children should be regarded with positive, respectful relationships which are built on trust;
- effective behaviour management is built from a consistent, fair and respectful system enabling children to follow clear boundaries whilst taking responsibility for the consequences where needed;
- reinforcement of positive behaviour is constantly threaded through all aspects of school life;
- our Behaviour Policy enables children, staff and parents to follow a consistent approach that ensures all children can be successful;

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**Behaviour Policy 2022-23**



- all members of our school community are responsible for modelling our ethos and values at all times;
- everyone understands that we are equally valued, fully inclusive and have zero tolerance towards prejudice behaviour
- all children wear the correct uniform and appear smart, on time and prepared for school on a daily basis.

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



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**Behaviour Policy 2022-23**



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, phone calls, 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.



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**Behaviour Policy 2022-23**



**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.

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**Behaviour Policy 2022-23**



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**Behaviour Policy 2022-23**



- Have a sense of humour.
- Are calm and consistent.

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**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 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 has the best impact on behaviour. Our principles set 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.



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**Behaviour Policy 2022-23**



### 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.

<b>Verbal praise</b>	Positive praise will be used to promote a growth mindset ( <b>See Appendix E.</b> )
<b>Green Points</b>	Green points are given to children who are showing our expectations of behaviour. If the children are following our behaviour mantra or showing our school's REACH curriculum values, they will be awarded house points. At the end of each term, the child with the most green points will be rewarded with a treat.
<b>Verbal positive messages/Phone calls home</b>	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.
<b>"Gold Standard" board</b>	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.
<b>Merit</b>	Weekly merit to be given linked to a curriculum driver. Some drivers are linked to our REACH curriculum.
<b>Class attendance</b>	Prize to be given at the end of the year for the best attendance.
<b>Persistent absentees</b>	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.





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<b>100% Attendance</b>	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.
<b>Ad Hoc</b>	Presentation of sports events and other competitions.

### **Severe (unacceptable) behaviour**

The following are seen as instances of unacceptable behaviour:

- When a child is verbally abusive to an adult or peer (including homophobic, racist or comments relating to any other protected characteristic)
- When a child deliberately renders equipment unusable
- When a child behaves in such a manner to endanger the safety of others
- When a child violently attacks another person

These occasions are exceptional. When they do occur, they must be dealt with calmly but assertively and a CPOMs incident entered. Usually, a member of SLT will deal with such an event. The child should be seated within a quiet space and given a chance to calm down. The behavioural lead should be informed and log the incident. Where appropriate, a child in this situation may require a stern reprimand or time to talk through the incident. In some circumstances (when children are putting themselves or another at risk of being hurt) the child may be held to keep them and others safe.

If such behaviour is seen on more than one occasion the following will be considered:

- The development of an individual behaviour plan (**Appendix F**)
- Referral for Steps to Success outreach support
- Additional behaviour support including interventions
- Reduced timetable (at the discretion of the Head of School/Executive Head)



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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 demonstrate 'green' behaviour. If the negative behaviour persists, the child will receive a simple choice of demonstrating good behaviour or the consequence of continued negative behaviour. Staff are to follow the reminder and warning scripts (**see Appendix G**). If the behaviour continues, then the child's name will receive a consequence e.g., time in a reflection room, which will need to happen immediately.

**Stage 2** behaviours activate the assertive discipline steps, and the child will be required to go to the reflection room to complete work in a calm, quiet space. If it is appropriate, considering the age and ability of the child, a reflection sheet can be completed by the child (**see Appendix H**). Additionally, privileges, such as choice activities, may be withdrawn. When the child returns to class, they will have a fresh start.

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

We aim to resolve any behaviour problems through positive modelling, reinforcement of positive behaviour and a culture of praise and encouragement. If behaviour does not follow the school's rules, either in class time or playtime, the actions in the three-stages should be followed. Behaviour of a serious nature should be dealt with by SLT and a log of the incident recorded on CPOM.

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



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**Behaviour Policy 2022-23**



- 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**

### **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 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, Staff who do not work directly with the child will be made aware of this. See **(Appendix H)**.

### **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.



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### **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 with 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.

### **Suspension and Permanent Exclusion**

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

A suspension 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 suspend a pupil from school following extreme incidents at the discretion of the HT. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. During a period of suspension, work will be provided to be completed during the school day and returned to the school following the period of suspension. Following a suspension, a reintegration meeting will take place between the child, parent/carer and a member of SLT.

The Head Teacher may also exclude a pupil permanently.

Permanent exclusions will only be enforced 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.



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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 suspensions of fifteen days or more in any one term.

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

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

### **Child on Child 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 children 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.



### **Sanctions relating to Sexual Harassment and Sexual Violence**

If a pupil reports an incident of abuse, we will let the pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

The response to each incident should be proportionate. Lower-level incidences such as a sexist comment will be addressed through the curriculum in the classroom i.e., circle times and during PSHE lessons. This will also involve teaching the children the concept of giving consent from school start age, healthy relationships, body confidence and self-esteem and what respectful behaviour looks like.

Francis Askew considers a balance between the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Francis Askew will review each incident on an individual basis and will consider the following:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Any suspensions will be used only in the most severe cases, for example if the police recommend suspending a pupil after an incident of sexual assault. In all cases, parent of the victim and the perpetrator will be informed.

The wishes of the victim will be used to inform the final decision of the outcome. victims will be kept at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). A class move may be considered.

### **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.
- Travelling to or from school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.



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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.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

### **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 needs 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.



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### **School visits and out of school activities**

Our main concern is for the safety of all 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).

If a child does not pass the risk assessment for an out of school activity, alternative provision will take place in on school site.

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

### **Monitoring**

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 year. 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; September 2023**

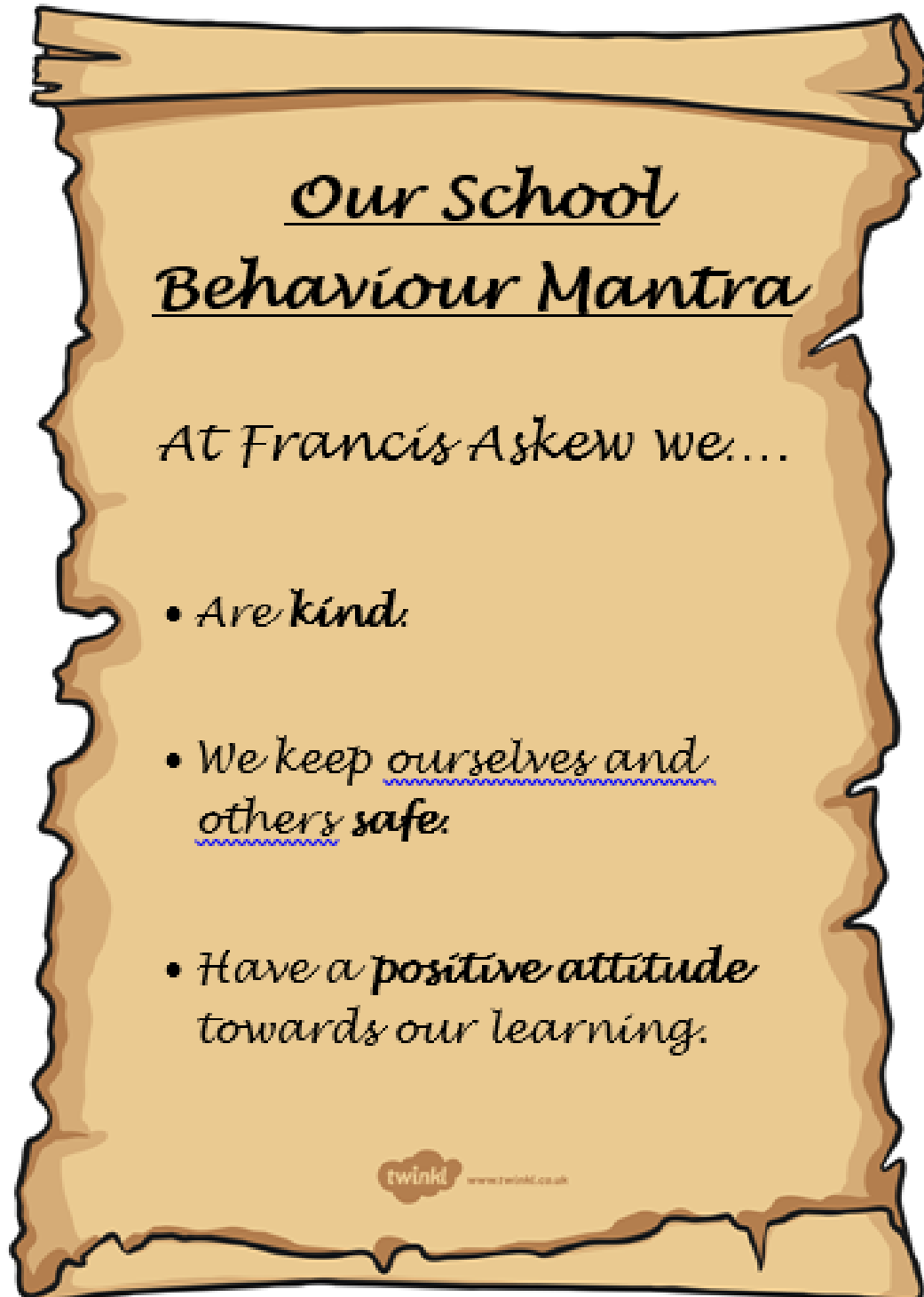




## APPENDIX Ai- KS1 Behaviour Mantra



## APPENDIX Aii- KS2 Behaviour Mantra





## Appendix B

### **REACH curriculum drivers**

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<b>Resilience</b>	<ul style="list-style-type: none"><li>• Positive attitudes</li><li>• Making mistakes</li><li>• Carrying on when things are difficult</li><li>• Understanding and regulating emotions</li><li>• Encouraging and supporting others</li></ul>
<b>Expression</b>	<ul style="list-style-type: none"><li>• Communicating through speaking</li><li>• Writing clearly for different purposes</li><li>• Using correct grammar and spelling</li><li>• Contributing to discussions and presentations</li><li>• Communicating confidently</li></ul>
<b>Aspiration</b>	<ul style="list-style-type: none"><li>• Readiness for work</li><li>• Ambition to do well</li><li>• Embracing different experiences</li><li>• Working well with others</li><li>• Broadening knowledge</li></ul>
<b>Citizenship</b>	<ul style="list-style-type: none"><li>• Taking care of the school and community</li><li>• Showing respect for others</li><li>• Rights and responsibilities</li><li>• Helping others</li><li>• Making a positive contribution</li></ul>
<b>Health</b>	<ul style="list-style-type: none"><li>• Being active and physically healthy</li><li>• Eating well</li><li>• Mental health and wellbeing</li><li>• Personal hygiene</li><li>• Positive and healthy relationships</li></ul>

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## Appendix C

### FAPS Fundamentals

<b>Meet and Greet</b>	Class lined up outside the door, teacher stands in doorway greeting children as they come into the classroom and monitoring children sitting at their tables.
<b>Uniform Check</b>	Check children are in full uniform, are they tidy?  Check they have their book bags with reading books in/pe kits.  Children receive a green point for being ready and prepared.
<b>Transition Time</b>	During registration have a task prepared for children to come in and complete.  When children are leaving the classroom for break time/lunchtime/end of the school day, teacher stands in doorway. Children will get their things in groups and line up at the door ready. Expectations of a green line to be clear.  In between lessons, have resources ready and table monitors assigned to hand anything out.  Have a numbered line correlating to pegs that children use all of the time.
<b>Active Learning</b>	Magnet eyes  6 feet/legs crossed  Hands free  Appropriate pencil grip  3, 2, 1, Silent Signal
<b>Active Teaching</b>	Walk the path tasks- at the start of every lesson & to maximise AfL opportunities.  Facilitating; live marking & feedback, teacher involvement, highlevel, effective questioning, student focused/led learning.  No hands up.



Appendix D: Green Standards

# 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.*



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**Behaviour Policy 2022-23**



### **Appendix E: Growth Mindset**

**A growth mindset is the belief that intelligence improves through study and practice. In other words, people with a growth mindset think intelligence is like a muscle that grows stronger with training.**

**Examples of positive reinforcement strategies include:**

- **Compliments and recognition**
- **Public praise, positive notes to parents and teachers**
- **Pats on the back, smiles, handshakes, and high-fives**
- **Being the teacher's helper or choice of classroom chores**
- **Reading, making crafts, playing sports, or other preferred activity with someone special**
- **Extra credit or bonus points on schoolwork**
- **Posting work in a place of honour**
- **Choice of activities**
- **Time or lunch with someone special**



## Appendix F: Behaviour Plans

### Behaviour Support Plan

Name:

SEN status:

PP:

Date:

Class:

What helps keep me calm and happy:

- 

Things that make me unhappy:

Behaviours I may show:

- 
- 

How you can help if I am angry / upset:

-



### Script

I can see that you feel \_\_\_\_\_ when that happens. I would feel \_\_\_\_\_ if it happened to me. It is normal to feel like that. I want you to go to the quiet space to calm down and I will check in with you in 5 minutes.

At Francis Askew Primary School, we are kind and respectful of others. We must follow our school rules to keep children safe and happy. So, we can't behave like that even when feeling annoyed/upset.

If this happens again, try this \_\_\_\_\_.

If NAME continues to refuse to follow instructions, offer two simple choices:

NAME, you have two choices \_\_\_\_\_ or \_\_\_\_\_.

\*Repeat these choices

Contact SLT if dangerous behaviour continues.

### What I would like my teacher to know...

- 

### Additional information

*(including medical information, specific equipment needed, members of staff they respond well to, are they having wellbeing sessions etc)*

-





## Appendix G: School Script

### Script

I can see that you feel \_\_\_\_\_ when that happens. I would feel \_\_\_\_\_ if it happened to me. It is normal to feel like that. I want you to go to the quiet space to calm down and I will check in with you in 5 minutes.

At Francis Askew Primary School, we are kind and respectful of others. We must follow our school rules to keep children safe and happy. So, we can't behave like that even when feeling annoyed/upset.

If this happens again, try this \_\_\_\_\_.

If NAME continues to refuse to follow instructions, offer two simple choices:

NAME, you have two choices \_\_\_\_\_ or \_\_\_\_\_.

\*Repeat these choices

Contact SLT if dangerous behaviour continues.



**Appendix H Reflection Sheet**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Can you explain what happened? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What were you thinking at the time? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How were you feeling at the time?

Sad	Lonely	Frustrated	Confused	Angry	Worried	Hurt	Other
							

Who do you think has been affected by your actions?  
\_\_\_\_\_

What could you do to put things right? (e.g. Letter of apology, verbal apology, listen to how you've made the other person feel)

\_\_\_\_\_

Has parent/carer been informed? Yes/No

Signature (pupil) \_\_\_\_\_

Date: \_\_\_\_\_

Signature (adult) \_\_\_\_\_

Date: \_\_\_\_\_