

## Behaviour Policy

September 2021

<b>Reviewed</b> January 2022	<b>Next review deadline:</b> September 2023	<b>Statutory</b>	<b>Executive Lead at ATT:</b> Education directors
---------------------------------	--	------------------	--

<b>Associated documents:</b>
<p>Uniform Code Mobile Phone Procedure The 'Phoenix Way'</p> <p>Pupil version</p>
<b>Links to:</b>
<ul style="list-style-type: none"> <li>• Safeguarding Policy</li> <li>• E-Safety Policy</li> <li>• Peer on peer Abuse Bullying Policy</li> <li>• Social Media Policy</li> <li>• Curriculum Policy</li> <li>• Physical Interventions Policy</li> <li>• Code of Conduct</li> <li>• Home-Academy Agreement</li> <li>• Data Protection Policy</li> </ul>

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

#### In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

### **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

<b>Contents</b>	<b>Page</b>
Statement of intent	4
1. Legal framework and definitions	5
2. Scope of policy	5
3. Academy curriculum	6
4. Roles and responsibilities	6
5. Classroom behaviour	7
6. Pupils' conduct outside of the classroom	8
7. Sanctions for poor behaviour	8
8. Use of exclusions	9
9. Use of detention	10
10. Confiscation of inappropriate items	11
11. Power to use reasonable force and right to search pupils	11
12. Seclusion and isolation rooms	12
13. Bullying	12
14. Drugs, tobacco, alcohol and illegal substances	12
15. Weapons	13
16. Mobile phones	13
17. Child protection and safeguarding	13
18. Outside agencies	13
19. Staff training and support	14
20. Record keeping and data protection	14
Appendix A - Procedure for rewards	15
Appendix B - Procedure for sanctions	16
Appendix C – Search and confiscation log	17

## Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they offer high challenge with high support **to develop secure relationships**. They encourage pupils to be independent while maintaining limits and controls on their actions. We advocate an 'authoritative' versus 'authoritarian' approach where adults are 'in control' versus 'controlling'. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint and individual needs. Our teachers engage in conversations with the pupil and in this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a high challenge with high support philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the 'Academy Way'.

## **1 Legal framework and definitions**

1.1 This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006
- the Health Act 2006
- the Equality Act 2010
- the Education Act 2011
- the Education (Independent School Standards) Regulations 2014
- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- the Immigration Act 2016
- the General Data Protection Regulation (GDPR)
- the Data Protection Act 2018
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*
- *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

## **2 Scope of this policy**

2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.

2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

2.3 For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4 For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

### **3 Academy curriculum**

- 3.1 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning and personal development. This includes teaching about self-regulation, mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are however all behaviour is listened to and we recognise that 'inappropriate' behaviour is a sign of either an unmet need, difficulty coping or lack of knowledge.
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.
- 3.4 Teaching styles and approaches to support behaviour reflect our commitment to the high challenge with high support philosophy. Relational, regulatory and restorative approaches are more effective in supporting the development of internal control and regulation. Not all behaviours are a matter of choice and therefore, external control will not be effective in changing behaviour.

### **4 Roles and responsibilities**

#### **4.1 Staff members will:**

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use boundaries that try to meet everyone's needs
- use rules that are developed together and adapted where needed
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly, equitably and with understanding, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter inappropriate behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work

- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

#### **4.2 Pupils will be supported to:**

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies
- be polite and respectful of others in the surrounding community
- work to the best of their ability
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- not put the health and safety of others at risk.

#### **4.3 Parents/carers will be supported to:**

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

### **5 Classroom behaviour**

- 5.1 Expectations and standards for behaviour are clearly modelled by all staff in all classrooms.
- 5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.
- 5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Consequences.

## **6 Pupils' conduct outside of the classroom**

- 6.1 Whilst using the corridors and surrounding area of our academy buildings, pupils are supported to act in a responsible and respectful manner, as would be expected in a classroom.
- 6.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when:
- pupils are taking part in any academy- organised or academy related activity
  - pupils are travelling to or from our academies
  - pupils are wearing academy uniform
  - pupils are in some way identifiable as a pupil at one of our academies
  - pupils' behaviour could have repercussions on the orderly running of our academies
  - pupils' behaviour poses a threat to another pupil or member of the public
  - pupils' behaviour could adversely affect the reputation of our academies.

## **7 Consequences for inappropriate behaviour**

- 7.1 Consequences are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.
- 7.2 Consequences are issued sparingly, only where appropriate and taking into consideration the needs of the pupil.
- 7.3 In order for consequences to be lawful, we ensure that the decision to issue them to a pupil is:
- made by a paid member of staff, or a member of staff authorised to do so by the Principal
  - made on the academy premises or whilst the pupil is under the charge of a member of staff
  - reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

We recognise our legal duty to prevent pupils with a protected characteristic from being disadvantaged. Our special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have underlying needs which are currently not being met. Where necessary, support and advice will be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to identify and support special educational needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for the pupil. We will work with parents and carers throughout the process and co-create the plan and review it on a regular basis.

- 7.4 The issuing of consequences at Stage 3 and above, as outlined in Appendix B, is recorded, and the consistent use of these are monitored by senior staff.
- 7.5 Consequences
- relate to a specific task or action and will be applied clearly
  - are issued consistently and equitably, ensuring that the recipient is clear about why they have been given a consequence
  - reinforce **our** core values and ethos



- do not focus repeatedly on the same issue without progress
- do not have a negative effect upon others.

7.6 The aim of issuing consequences is to address the behaviour and support positive change. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was inappropriate and why and what appropriate behaviour looks like in that scenario and why.

7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.

7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:

- a) an assessment to establish a clear analysis of the pupil’s needs, which may include referrals to other agencies or specialists
- b) a plan setting out how the pupil will be supported, which will include consultation with parents/carers
- c) the required action to provide the support
- d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.

7.9 We consider a pupil’s special educational needs when dealing with their behaviours.

7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.

7.11 There is an expectation that, following an incident we believe that a restorative approach is more beneficial in the long-term as those who have been harmed and those responsible for the harm can all play a part in repairing the damage and, through communication, they can find a positive way forward. As the diagram below shows, ‘doing to’, ‘doing nothing’ and ‘doing for’, the child has little benefit, whereas, ‘doing **with**’ provides far better outcomes. The approach also encompasses the needs of pupils with difficulties including but not exclusive to those with special educational needs, attachment disorder and emotional health concerns.



7.12 The full set of **consequences** that we use are set out in Appendix B – Procedure for **Consequences**.

## **8 Use of suspensions (fixed period exclusion) and permanent exclusions**

8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.

8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.

8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as

“the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

8.4 The decision to exclude a pupil is a serious one and will only be taken

- in response to serious or persistent breaches of this policy, **and**
- if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a ‘suspension’. A suspension is a serious consequence.

8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.

8.7 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of “prohibited items” listed in 9.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.

8.9 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will:

- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- allow the pupil to give their version of events
- consider if the pupil has special educational needs (SEN) in accordance with the SEN Code of Practice.

8.10 All suspensions (fixed period exclusions and permanent exclusions) are managed in line with the Department for Education’s latest statutory guidance to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools

(including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

## **9 Use of detention**

9.1 Detention (including detention outside of academy hours) is used as a consequence in our academies.

9.2 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents by telephone. Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

## **10 Confiscation of Inappropriate Items**

10.1 Members of staff are able to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely in the school office and parents will be informed.

10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including

- 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.

10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4 Other items which are confiscated are returned to parents/carers.

10.5 A log is kept to record all confiscated items (see Appendix C).

## **11 Power to use reasonable force and right to search pupils**

- 11.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order in the classroom.
- 11.2 Members of staff can seek pupil consent to search for electronic equipment. Force cannot be used to search for these items but parents will be informed.
- 11.3 The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to our Use of Reasonable Force Policy for further details.
- 11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.
- 11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.
- 11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.
- 11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.
- 11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

## **12 Bullying**

- 12.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 12.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.
- 12.3 Please refer to our Peer-on-peer Abuse Policy for further detail about how we endeavour to prevent and deal with bullying.

## **13 Drugs, tobacco, alcohol and illegal substances**

- 13.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.

- 13.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious consequence and could lead to permanent exclusion. This also applies to academy trips and journeys.
- 13.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious consequence and will usually lead to permanent exclusion.
- 13.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 13.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

## **14 Weapons**

- 14.1 The law recognises three categories of offensive weapon:
- Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
  - Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
  - Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.
- 14.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.
- 14.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.
- 14.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious consequence and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.
- 14.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious consequence and could lead to permanent exclusion.
- 14.6 Confiscated weapons are given to the police as soon as reasonably practicable.
- 14.7 Parents are informed of their child's involvement in any activity related to weapons.

## **15 Mobile phones**

- 15.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.
- 15.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

## **17 Child protection and safeguarding**

- 17.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

## **18 Outside agencies**

- 18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.
- 18.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.

## **19 Staff training and support**

- 19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.
- 19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.
- 19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

## **20 Record keeping and data protection**

- 20.1 We keep a record of incidents of misbehaviour and positive behaviour.
- 20.2 We keep a record of incidents of rewards and consequences. We ensure that rewards and consequences are distributed fairly. We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.
- 20.3 All records relating to behaviour is processed and stored in accordance with the requirements of our data protection policy.

## Appendix A Procedure for Rewards

### Positive Recognition

We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress – not as a comparison with others.

	Purpose	What it looks like	Key notes
<b>Individual</b>			
<b>Use of children's work as an example</b>	To celebrate the child  To help promote learning	Sharing of work on the board Reading out of child's work.	Be mindful of using the same child all the time.
<b>Classroom praise – public/private</b>	To give feedback/celebrate the child  To help promote learning / conduct	Specific feedback (see feedback policy)  <i>"Tom, super clear reading – your use of intonation for the characters really helped me to understand how they were feeling at different points in the story."</i>	This can be public or private dependant on the circumstances and the individual needs of the children.  Be mindful of using the same child all the time.
<b>Stickers</b>	To give instant recognition for work/ behaviour	Staff gives stickers to child and says why / leaves sticker in books.	Keep an eye out for children who are not getting any stickers.  Children should not use this is a comparison to each other or ask for stickers. This will need to be explained to the children.  <b>Must not</b> be used as a bribe (" <b>If you do.... then you will get a sticker</b> ")  or consequence (" <b>You would have got a sticker if you had / hadn't.....</b> ")
<b>Notes home</b>	Encourages home school link	Staff have note pads which should be used regularly to give personalised praise for children. These are sent home with the children.	

<b>Dojo messages</b>	Encourages home school link  Enables the sharing of successes	Staff send dojo messages to parents.	This is a quick and easy way to communicate positive news to parents. Use as and when appropriate (balance of not too many/ not enough)  Useful method for when things haven't been going to well for a child as a way of re-connection for the home-school and child-parent relationship.
<b>Phone call home</b>	Encourages home school link  Enables the sharing of successes	Phone call home.	This is a very powerful way to give that special news or information and enables effective relationship building between school and home.
<b>Achievement Assemblies</b>		Weekly assembly to share good work, effort and positive attitudes and behaviour (1 child from each class per week)	Every child must have the opportunity to be in one of these assembly ( <i>recognise individual who this may be difficult for or who may not want this type of recognition – for these look at an approach that is appropriate – liaise with Inclusion Leader and parents</i> )
<b>Principal badges/ stickers/ Values awards</b>	To provide positive recognition for hard work/ kindness	Child is sent/ brought to the office to show good work or for doing a good thing.  A child is given and badge / sticker	Ensure a good mix of all pupils get the chance to bring good work/ achievements.  Must not: <ul style="list-style-type: none"> <li>• make an over public 'announcement' in the class</li> <li>• be used as a 'bribe' e.g. "if it's great we can show it to ..."</li> </ul>



Group/Class			
<b>Work on display</b>	To recognise children's work and celebrate all children's work – regardless of ability	Children work on display.  Every child has some work on display at some point (unless they have asked for it not to be)	School ethos is to accept children work at different levels and that this is okay.  <b>Must:</b> <ul style="list-style-type: none"> <li>Ask children if it is okay to display their work. (This can be done as a general start of the year and/ or as and when work is to be displayed.)</li> </ul> <b>Must not:</b> <ul style="list-style-type: none"> <li>indicate a level or mark</li> </ul>
<b>Praising groups</b>	To promote positive expectations and behaviour e.g. "Great yellow table – all settled down to work well"		<b>Must not</b> be linked to any aspect of competition, points or prizes <b>Must not</b> to be used to shame/name the individual tables that aren't. <b>WHY?</b> Some children may struggle with organisational skills and need support with this rather than be criticised by peers for 'losing' points etc for them!
<b>Marble/pebble in the jar</b>	To promote and celebrate whole class achievements (Behaviour, performance, values etc)  Catch the class in the moment: "Great cooperation in PE today – well done – add a marble to our jar"	Staff or class teacher awarding 1 'marble' to a class for collective good behaviour (lining up, walking around school, conduct on a trip, entering/leaving assemblies or great work together for a lesson)  At the end of each half term a member of SLT will pop in to have a look at the jar and give a little 'treat'. This will be discusses with the class teacher beforehand.	<b>Must not</b> be used to identify any group or individual who have 'stopped' the class getting a 'marble' <b>WHY?</b> Reduction in self-esteem and/or blame from other children / child shamed.  <b>Must not</b> Be used as a bribe ("If we do... then we will get a marble")  or consequence ("You would have got a marble if you had.....")  There is no specific 'amount' that is required for each class to collect.

*\*The above take into account the individual needs of children and where a child has any specific needs regarding praise and public recognition – we work with the child and family to ensure the approach is matched to the child.*

## Appendix B – Procedures for Consequences

### - General Responses to incidents (stage 1)

Children have to have the opportunity to reflect on their actions and the impact this may have had on others.

Below are examples for some situations that may occur in school and the types of response that are appropriate.

Incident	Type of response
Incident against another person	Show the person that has been affected by the child's action that they are sorry. This can be in the form of verbal, written, picture, or an action.  <b><u>We do not force children to say sorry</u></b>
Incident relating to theft, damage to property etc	Where possible – a <b>natural reparation</b> should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the child – the child should then give time to complete a site task which enables the site person to fix the problem.  Where there is a cost for replacement of an item that has been damaged this cost may be sought from the child following discussion with the family.
The particular activity has been causing issues <i>e.g. football at break time</i>	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity
Child being disruptive in lessons and not accepting support to co-regulate	Child remains in for some of the break to catch up with the work that hasn't been completed.  OR  The need for a discussion with teacher regarding behaviour and how to improve this in the next session – this may be a discussion around strategies to regulate or change of location negotiated.

Incident	Type of response
<p>Stage 1</p> <p>E.g. - Low level disruption, aggression, damage to property</p>	<p>Restorative conversations</p> <p>Natural consequences = graffiti cleaned up, damage repaired</p> <p>Minutes may be taken from free time (up to a maximum of 50%) when it is agreed that this is a useful tool for the child. This time may be spent in conversation with staff members to discuss behaviours, explore possible reasons for behaviour and next steps in moving forward.</p>
<p>Stage 2</p> <p>E.g. - Persistent disruption, extreme aggression</p>	<p>Suspension – sometimes it is necessary to use suspension as a tool for children to understand the seriousness of their actions and for some time to be given for professionals (including external agencies) to meet and discuss possible changes or adaptations that can be made. This may mean changes of class group, a reintegration back into Rainbow Centre or even a part time timetable. We will always look at what needs to be different in order to support the child on their return.</p>
<p>Stage 3</p> <p>E.g. – as above but no improvement when adaptations have been made</p>	<p>Permanent Exclusion – as a final action, and having explored all other routes it may be necessary to issue a permanent exclusion. This will only be used when the health and safety of the child or others is at risk.</p> <p>Before this, thorough exploration of unmet need will be undertaken and a change of provision sought if this is what is felt to be the underlying reason.</p>



