

Abbeyfield Primary Academy



Policy for the Promotion of Good Behaviour

Produced: February 2018
Amended: November 2018
30 Jan 2019 (Section 2.5)
Reviewed: March 2020 no amendments made
Reviewed: May 2022 with amendments made
Reviewed: February 2023 with amendments made

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1. INTRODUCTION

“Behaviour in academy is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is the key to all other aims, and therefore crucial. Its correct direction is equally crucial, and should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself, except haphazardly.”
‘Creating a culture: how academy leaders can optimise behaviour’, DfE, 2017

The purpose of this policy is:

- a) to set out very clearly, the expectations of children in relation to behaviour during their educational journey within Five Rivers Multi-Academy Trust (FRMAT);
- b) to outline the FRMAT’s practice for managing behaviour in each academy;
- c) to provide an overview of the powers which members of staff have in order to discipline children.

The policy has been written in accordance with the documents:

‘Creating a Culture: How academy leaders can optimise behaviour’, DfE, (2017)

‘Use of Reasonable Force – Advice for headteachers, staff and governing bodies’ (2013), and

‘Screening, Searching and Confiscation – Advice for headteachers, staff and governing bodies’ (published 2014, updated 2016).

2. OUR PRINCIPLES AND ETHOS

At Abbeyfield Primary Academy, we adhere to the Abbeyfield Way: Respectful, Ambitious, Happy and Safe.

Members of the academy community are encouraged to:

- show care, consideration and courtesy to each other, to all members of staff, to families and to visitors to the academy;
- respect the academy building, academy property and the property of others;
- speak and behave in an acceptable manner within the academy and in the playground;
- speak and behave in such a way that everyone can be happy and can get on with their work in the classroom and in the academy and can enjoy playtimes both indoors and outside.

2.1. Pastoral Care

Teachers are responsible for the pastoral care of the children in their class but share with all staff, a corporate responsibility for the welfare of all children in the academy. Class teachers should form strong relationships with the children in their care, so that children know that there is someone who will listen to them.

At lunchtimes, supervisory assistants have a role to play in maintaining an orderly environment. In KS2 we are training children to become peer mediators so that they can learn to resolve simple issues on the playground themselves. This will help to foster

self-reliance and equip children with the skills they need to resolve conflict at secondary school. Having followed the hierarchy of sanctions¹, children who continue to misbehave persistently, should be taken to the Principal, or to a senior member of staff. This could lead to a child being excluded from the lunchtime period and having to go home for lunch each day. Any formal arrangement for a child to be barred from school for the lunchtime period is automatically regarded as a half day exclusion. However, if a family requests to take their child for home dinners they have the right to do so without this being regarded as an exclusion.

2.2. The role of families

We strongly believe that education is a partnership and place family involvement very high in our academy's priorities. We encourage families to become involved in all aspects of academy life for as long as their child is a member of the academy and local community.

On children entry to the academy, all families are made aware of the academy's approaches to discipline.

The relationship between the home and the academy is of vital importance, and particularly so, when there is a concern over a child's welfare, progress or behaviour. When concerns arise, the co-operation of families is critical and should be sought at the earliest stage.

When families are invited into the academy to discuss their child's progress, and/or behaviour, the academy's position and expectations should be reiterated, and the support of the families enlisted, in devising an agreed plan of action. This may also include the support of other agencies.

This is indicated on the behaviour flowchart (appendix 1).

2.5 The Equality Act 2010

All schools in FRMAT commit to abide by the Equality Act 2010. The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination (including by association or by perception) against people on the basis of 'protected characteristics' which must not be used as a reason to treat some people worse than others.

These are:

- age;
- disability;
- race;
- sex;
- pregnancy, maternity and breastfeeding;
- gender reassignment;
- religion or belief;
- sexual orientation.

¹ See Section 6.2

Schools have a duty to provide education and access to any benefit, service or facility, including making 'reasonable adjustments' where necessary. This may involve treating disabled pupils 'more favourably' than non-disabled pupils.

A school must not:

- discriminate in the way it provides education for a pupil;
- discriminate in the way it gives a pupil access to any benefit, facility or service;
- refuse to provide education for a pupil for discriminatory reasons;
- refuse to give a pupil access to a benefit, facility or service;
- harass a pupil;
- victimise a pupil.

This covers 'all activities covering the life of the school', including school discipline and exclusions.

Schools must not discriminate against pupils when making exclusion decisions. Reasons for exclusion must not be the protected characteristic. Any exclusions based on behaviour should be consistently applied to those with or without a protected characteristic.

The procedures used for deciding what punishment a pupil will receive and for investigating incidents must not discriminate against pupils with a particular protected characteristic.

3. TEACHING AND LEARNING AND THE QUALITY OF THE CURRICULUM

The quality of the curriculum offered has a significant effect on children's behaviour.

- Lessons will be well planned, purposeful, and with high teacher expectations conveyed to the children. This includes an expectation that all assigned work is completed to a high standard.
- Work will be well matched to children's abilities and learning needs.
- Children's language, knowledge and understanding will be extended and developed by the use of skilful teacher questioning in order to engage children purposefully.
- A variety of teaching styles will be employed, and learning activities will be offered which are appropriate to the planned learning objectives.

All adults in the academy will promote and encourage children to have positive learning behaviours in all that they do. Children will have opportunities to develop positive engagement in lessons, concentration, motivation and perseverance throughout the learning experience.

These behaviours are rewarded in weekly Reward Assemblies, in Personal Mentoring meetings, through green cards which are sent home, visits to the Principal/SLT to celebrate excellent work, behaviour or attitude and, in Year 6, through the award of golden tickets. See Section 6.

4. ENVIRONMENT

The physical environment of the academy has a considerable effect on children behaviour. All staff will regard the maintenance of a high quality environment as an important element in establishing the children's sense of pride in their community and environment and will regularly draw their attention to it.

Resources will be readily available to children in order to support them in their learning. Teachers will check and maintain the condition of books and equipment regularly. The provision of a high quality teaching and learning environment and appropriate quality resources will be a feature of academy budgeting.

5. ABBEYFIELD PRIMARY ACADEMY'S APPROACH TO BEHAVIOUR

A clear academy behaviour policy is in place which underpins the effective education in the academy. This policy will be consistently and fairly applied,

We know that adults who have higher developed social-emotional skills and more advanced social and emotional learning, are more successful in life. Therefore our policy is based on restorative practices and the notion that if a child does not know how to behave then we need to teach them. This Behaviour Policy specifies a range of options and rewards used to reinforce and praise good behaviour, as well as clear sanctions for those who do not comply with the policy.

5.1. Rewards

The children will be taught how to behave appropriately in the academy and in the wider community. They will be encouraged to resolve conflicts and differences without aggression. This will be done through positive reinforcement of good behaviour, and the raising of children's self-esteem through praise and rewards.

In order to recognise the achievements of children in all aspects of academy life, and, in particular, to reinforce the positive climate we are striving to achieve, all staff within the academy should make appropriate use of rewards. In order to raise a child's self-esteem, praise must be genuine and perceived as merited by those who receive it.

5.1.1. Types of praise used in Abbeyfield: -

In both Key Stage 1 and Key Stage 2, there are weekly assemblies in which children from each class, are given a certificate for behaviour, attitude, effort or achievement. The 'Star of the Week' and the 'Learner of the Week' are also celebrated, and Dojo points certificates are awarded. Photographs of the Star of the Week and the Learner of the Week are displayed on a celebration display in the relevant Key Stage hall.

5.1.2. Dojo Points

Throughout the academy, children are awarded dojo points for good behaviour and attitudes to learning.

The points are recorded electronically so that they can be tracked throughout the year. During lessons, tokens are handed out and then recorded at the end of the session/day.

Dojo points should be used only as positive rewards - no negative dojo points can be issued, hence, points cannot be taken away.

In Y6, children are given raffle tickets, which operate in a similar way to dojo points. If they collect 10 in a day, they can trade them in for a golden ticket. At the beginning of each term, the team agree how many golden tickets are required in order to attend a special trip at the end of the term.

5.1.3. FS, Year 1 and Year 2

Dojo point awards given for any noteworthy behaviour	Awards
100	Bronze certificate given in class
200	Silver certificate given in Merit Assembly
300	Gold certificate given in Merit Assembly
500	Platinum certificate given in Merit Assembly
750	KS2 Award given in Merit Assembly by Principal or Deputy Head
1000	Abbeyfield Award given in Merit Assembly by Principal or Deputy Head

5.1.4. Key Stage 2

Dojo point awards given for any noteworthy behaviour	Awards
100	Bronze certificate given in class
250	Silver certificate given in Merit Assembly
500	Gold certificate given in Merit Assembly
750	Platinum certificate given in Merit Assembly
1000	KS2 Award given in Merit Assembly by Principal or Deputy Head
1500	Abbeyfield Award given in Merit Assembly by Principal or Deputy Head

In Key Stage 2, a child would be deemed to be having an exceptional day, if they receive 15 dojo points. It would be rare for a child to receive more than 15 in a day.

A dojo point can be awarded by any staff member to any child at any time. All staff should carry tokens at all times to reward and to reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in academy.

When *all children* in a class (apart from new joiners) achieve a particular Award, they may have a class treat to be decided by the class and teacher.

When a child enters Y6 they are automatically made a prefect which leads to specific Year 6 rewards.

5.2. Green Cards

Children who have displayed excellent behaviour/done good work or shown an excellent attitude, are also rewarded with green cards, which are recorded then sent home.

When a child receives ten green cards, they are awarded a prize. The prizes are kept in the School Office. The child may be taken to the Principal's Office by a teaching assistant/apprentice at 2.30 on Friday to receive their prize. (This must be arranged in advance, so that no child is disappointed). This event will also be celebrated in the assembly that week.

5.3. Sanctions

Sanctions are necessary to register disapproval of unacceptable behaviour and, on occasion, to protect the authority of staff and the safety of others.

When sanctions are used, it is essential that staff assure the children that it is the behaviour rather than the child that is unacceptable. Children should be brought to understand what it is they have done wrong, and how they can avoid this type of behaviour in the future. Punishment of a whole class is discouraged.

Sanctions can appear more effective than they actually are. They may have the effect of stopping the behaviour immediately, but may not stop it from recurring. Consequently, sanctions are effective only when used within a positive environment in which strategies that promote positive behaviour are used as a first resort.

Sanctions should normally follow the hierarchical pattern set out below; however, some actions may require a much stronger sanction to be employed e.g. in the event of serious physical or verbal harm to another individual, theft, or deliberate disruption. In these cases, help and advice should be sought from a member of the SLT.

Staff should always give consideration to individual circumstances. Confrontation with children is to be avoided, as it may serve to escalate and inflame minor situations.

When a sanction is used, children's individual needs and circumstances should be taken into consideration. Children with SEND, in particular, Autism, may need to follow an individual behaviour plan to support their specific needs.

The only sanctions to be used are those listed below. They can be initiated only by a paid member of academy staff or a member of staff authorised by the Principal. Other sanctions that staff wish to use must have the prior consent of the Principal.

All forms of corporal punishment are illegal under the Education Act, 1986.

5.3.1. Card System

The sequence of sanctions will normally be a verbal warning, followed by a yellow warning card, then, if necessary a radio call out.

The coded system is as follows:

Code 0 – Fight between children or a child assaulting a member of staff.

Code 1 – Child causing damage

Code 2 – Child left the classroom and failing

Code 3 – Child being rude and disrupting class

If a radio call out has been needed, the reason for this should be recorded CPOMs by the class teacher and a restorative conversation needs to take place. Families will be alerted to this as the child will receive a letter to take home.

This process then follows the behaviour escalation flowchart (appendix 2)

All behaviour issues or incidents are recorded on CPOMS (secure web based monitoring system) by all members of staff. These are monitored by SLT and appropriate additional support or involvement of agencies can then be instigated. Trustees also monitor behaviour, through receiving reports from the Principal.

Each of our radios has four channels. The channels have the following uses:

Channel 1: All of school

Channel 2: Caretaker

Channel 3: SLT / First Aid / Admin team

Channel 4: Fire alarms/lockdowns/emergencies/**burrow staff team**

5.3.2. Exclusions and Suspensions

Exclusions and fixed term suspensions will be used only in rare and exceptional circumstances. Acts of extreme physical abuse, which result in significant harm to another child or adult, will not be tolerated. Verbal abuse, which can be equally damaging, will also not be tolerated. Refer to the FRMAT Exclusion and Restraint Policy. An outline is given below.

When the decision has been made to exclude or suspend a child, the child will be isolated from other children and the parents contacted as soon as possible to collect their child. The reasons for the exclusion or suspension will be conveyed to the parents in writing.

If the conduct of a child at lunchtime gives cause for concern, then both the child and the parents will be made aware of the child's possible debarment from the lunchtime period once all other strategies have been explored. Parents will be informed in writing of the Principal's decision and the length of time that the debarment will be in operation. Parents will be invited into the academy to discuss the child's behaviour before the child is readmitted to the lunchtime period.

Only the Principal has the power to exclude or suspend a child from the academy.

Exclusion or suspension may be either:

1. Fixed period suspension. A child may be suspended for up to 45 days in any academic year.

If an incident is of a serious nature, children will be given a fixed period suspension and the school will then continue to investigate and gather information, during the suspension period to ensure that the matter is dealt with appropriately. Should additional evidence/information come to light in that time, which the Principal was not in

possession of at the time of making the decision to suspend, the Academy would reserve the right to review the matter in light of the new evidence/information; and the Principal may decide the appropriate decision is to permanently exclude in light of that evidence/information. In line with the current legislation any such decision would not be made until the suspension had concluded and parents would be informed accordingly in writing.

2. Permanent.

The MAT Trust Board will be informed of all exclusions.
Internal exclusions can also be used at the discretion of the Principal.

6. 7. Trauma Informed Practice

At Abbeyfield Primary Academy we are working towards adapting a trauma informed led practice across the school. Some staff have been trained using evidence-based research regarding how children and teenagers become mentally unwell, in terms of challenging behaviour and learning difficulties, and what assists their recovery. This approach will meet the needs of most of Abbeyfield's children who have experienced any type of Adverse Childhood Experience at some point within their life. Tools are given to the children to explore and tell their story in an appropriate and safe way. This will then hopefully aid recovery for our children. Trauma Informed Schools promote feelings of physical, social and emotional safety in children. It also enables key members of staff to be able to respond effectively to mental health problems. **We are developing a school culture around unconditional positive regard for all children. Relational practice between key staff and children ensures better outcomes for children.**

7. TEACHERS' POWERS

Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the 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 children, such as teaching assistants, unless the Principal says otherwise.

Teachers can discipline a child at any time that the child is in the academy or, elsewhere under the charge of a teacher, including on academy visits.

Teachers can also discipline children in certain circumstances when a child's misbehaviour occurs outside of the academy.

Teachers have the power to impose detention outside academy hours and they can confiscate children' property.

8. CHILDREN'S CONDUCT OUTSIDE THE SCHOOL GATES

The law allows teachers the power to discipline children for misbehaving outside of the academy premises 'to such an extent as is reasonable'.

Such misbehaviour might take place:

- on an academy-organised or academy-related activity;
- whilst travelling to or from the academy;

- out of academy hours but when the child is wearing the academy uniform;
- out of academy hours when the child is not wearing the academy uniform but where the child is identifiable as a child at the academy.

Alternatively, teachers may discipline children at any time (in or out of academy hours), whether or not the above conditions apply, if the behaviour:

- could have repercussions for the orderly running of the academy;
- poses a threat to another child or member of the public;
- could adversely affect the reputation of the academy.

In all cases of misbehaviour, the teacher will discipline a child on the academy premises or elsewhere, only when the child is under the lawful control of the staff member.

9. CONFISCATION OF INAPPROPRIATE ITEMS/SEARCHING PUPILS

There are two sets of legal provisions which enable academy staff to confiscate items from children.

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a child's property as a punishment, 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 the event that a child's property is confiscated, the academy will, in most circumstances, return the property to the child's family(s).

2. Members of academy staff have the power to search children 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 property.

Weapons, knives and extreme or child pornography must always be handed to the police, otherwise it is for the member of staff to decide if and when to return a confiscated item.

The academy adheres to the 'Screening, Searching and Confiscation advice for head teachers, staff and governing bodies' (February 2014).

Where a member of staff carries out a search on a child with or without consent, they should be the same sex as the child being searched. There should also be a witness present who should also be of the same sex as the child being searched.

There is a limited exception to this rule. A member of staff can carry out a search of a child of the opposite sex and without a witness present, but only where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and, where it is not reasonably practicable to summon another adult.

Teachers can undertake a search without consent only if they have reasonable grounds for suspecting that a child may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other children talking about the item or they might notice a child behaving in a way that causes them to be suspicious.

Where appropriate, academy staff can view CCTV footage in order to make a decision whether or not to conduct a search for an item.

9.1. Conducting a search

The person conducting the search must not require the child to remove any clothing other than outer clothing.

- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.
- ‘Possessions’ means any goods over which the child has or, appears to have, control – this includes desks, lockers and bags.
- A child’s possessions can be searched only in the presence of the child and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The power to search without consent, enables a personal search, involving removal of outer clothing and the searching of pockets; but not an intimate search. Only a person with more extensive powers, e.g. a police officer, can go further than this.
- Under common law powers, academy staff are able to search lockers and desks for any item, provided the child agrees. The academy can make it a condition of having a locker or desk that the child consents to have these searched for any item whether or not the child is present.
- If a child does not consent to a search (or withdraws consent having signed a consent form), then it is possible to conduct a search without consent but only for the “prohibited items” listed above.

The academy is not required to inform the child’s families before a search takes place or to seek their consent to search their child.

- There is no legal requirement to make or keep a record of a search.
- The academy should inform the individual child’s family where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal academy complaints procedure.

10. REASONABLE FORCE

Some physical contact between staff and children is necessary to ensure the safety of everyone concerned. The academy does not have a ‘no contact’ policy. There is a real

risk that such a policy might place a member of staff in breach of their duty of care towards a child, or prevent them taking action needed to prevent a child causing harm.

All members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Principal and authorised staff can use reasonable force to search for 'prohibited items' (knives, weapons, stolen items, fireworks etc.). However, force cannot be used to search for items banned under the academy rules. These items include laser pens/torches, e-cigarettes and mobile telephones/devices.

Whilst all staff members are empowered by law to use reasonable force where it is needed, key members of staff within Abbeyfield Primary Academy are also trained in the use of 'Team Teach Positive Handling Strategies'. Positive handling is the positive application of force with the intention of protecting the child from harming him/herself or others or seriously damaging property. If reasonable force is used on a child, Team Teach recommends that ideally, two staff are involved. This can assist with the situation as well as meaning that there is a witness should further action be taken by families.

In the event that reasonable force is necessary, a trained member of staff will be called upon as quickly as possible with the intention of de-escalating and reducing the risks to the child, other persons and property.

10.1. What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career which involve a degree of physical contact with children.

Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm, through to more extreme circumstances such as breaking up a fight or, where a child needs to be restrained to prevent violence or injury. 'Reasonable in circumstances' means using no more force than is needed.

Reasonable force could include:

- blocking a child's path by standing in front of him/her;
- leading a child by the arm;
- physically removing a child from a classroom;
- restraining a child to prevent them from attacking a member of staff or another child.

Family consent will not be sought before reasonable force is used on a child. However, the academy will make contact with families after a significant event to notify them of the incident and the reason that reasonable force was applied. The individual using force in the academy will be required to record the details of the incident on the academy's risk register and on CPOMS (online child protection database).

In the use of reasonable force, the academy and its staff acknowledge the legal duty to make reasonable adjustments for children with SEND needs. In this instance, the member of staff should make a judgement about whether to use force, depending on the needs of the children concerned.

10.2. Complaints arising from an incident where force was used

Any complaints, either from families or children, arising from the use of force will be investigated by the Principal speedily and thoroughly.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, disorder or damage to property – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension must not be an automatic response when a member of staff has been accused of using excessive force.

The Principal should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) when an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

The Principal must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or, whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the Principal should ensure that the teacher has access to a named contact who can provide support.

The MAT CEO and Trustees should always consider whether a teacher has acted within the law when reaching a decision about whether or not to take disciplinary action against the teacher.

As employers, the MAT has a duty of care towards their employees. It is important that the academy provides appropriate pastoral care to any member of staff who is subject to a formal allegation, following a use of force incident.

10.3. Other Types of Physical Contact

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

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

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

11. POLICY REVIEW

This policy will be reviewed annually. The next review will take place in **February 2024**.

Appendix 1: Behaviour escalation flow chart

Every child starts each lesson with a clean slate and at all times positive behaviour must be reinforced and praised. We speak to all children in an appropriate, respectful way and expect all children to treat others in the same way. We frame behaviour around the children's charter e.g. *'please respect everyone's right to learn'*.



If a child's behaviour is unacceptable, they will be given a verbal warning and a clear reminder about the standard of behaviour required.



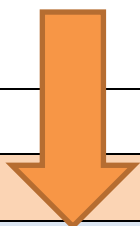
If the unacceptable behaviour continues the child will be issued with a 'yellow card'. This signals to the child that they are choosing continuing with the unacceptable behaviour that was previously addressed. A further reminder will be given about behaviour expectations.



If the unacceptable behaviour continues the adult will radio for SLT support. The child will be encouraged to reflect on their behaviour using the restorative conversation letter. This will then be shared with families and all parties involved in the incident. If a child is in crisis then the restorative conversation may take place at a later date.

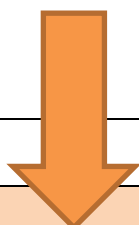
Stage One: Universal Support

Thresholds/triggers	Thresholds/Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Thresholds/ Monitoring procedures
<ul style="list-style-type: none"> Occasional radio call outs 	<ul style="list-style-type: none"> Restorative conversation held with child and a solution is co-created with all parties involved following each incident A letter is sent to families to inform them of the restorative conversation that was held after each incident 	<ul style="list-style-type: none"> Recorded on internal monitoring systems Pastoral referral form completed if appropriate Class teachers to be on alert for any behaviour patterns



Stage Two: Initial Target Support

Thresholds/triggers	Thresholds/Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Thresholds/ Monitoring procedures
<ul style="list-style-type: none"> Multiple radio call outs 	<ul style="list-style-type: none"> The class teacher will arrange a meeting with the family to discuss the concerns raised in school and co-create a behaviour action plan for promoting positive behaviour in class A bespoke Zones of Regulation toolkit co-created with the child and shared with families 	<ul style="list-style-type: none"> Recorded on internal monitoring systems The child will be tracked on the SEMH intervention escalation plan and support will be allocated based on need



Stage Three: Enhanced Targeted Support

Thresholds/triggers	Thresholds/Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Thresholds/ Monitoring procedures
<ul style="list-style-type: none"> Frequent radio call outs 	<ul style="list-style-type: none"> A member of SLT will hold a face-to-face meeting with the family to review the bespoke behaviour action plan and discuss additional support (e.g. MAST involvement). The action plan will be reviewed with more intensive support offered including discussions with the internal inclusion panel. 	<ul style="list-style-type: none"> Recorded on internal monitoring systems The child will be tracked on the SEMH intervention escalation plan and support will be allocated based on need Individual support plan followed

Abbeyfield Primary Academy



The Abbeyfield Way: respectful, ambitious, happy and safe.

Dear Family of _____

I am writing to inform you that a restorative conversation took place today on: _____

1. What happened?
2. What were you thinking/feeling at the time?
3. Who do you think has been affected by your actions? How?
4. What could you do now to make things right?
5. How can we prevent this from happening again in the future?

Signatures:

Child: _____

Adult in school: _____

We would appreciate it if you could have a follow-up conversation with your child with regards to this incident at school. If there are any problems please do not hesitate to contact us as we will always do what we can to help and take account of home circumstances. Thank you for your continued support.

Yours faithfully,
Mrs H Best
Principal