Behaviour and Relationships Policy

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 19: All children should be protected from violence, abuse and neglect, and governments should protect them.
Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.
Article 29: Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.
For more information on the convention and the rights of each child visit:
http://www.unicef.org.uk/

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The Three Saints Academy Trust
Behaviour Policy

PURPOSE

The schools in the Three Saints Academy are values-led, rights respecting schools. Our values underpin all we do and our UNCRC rights respecting school's work lies at the heart of policy and practice to ensure that all the children's rights within the convention form part of everyday life for all in our trust and we believe this will promote positive behaviour and develop successful, responsible citizens for the future by encouraging children to learn, work and play together.

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through attachment and adverse childhood experiences awareness and trauma informed approaches both children and adults are able to both manage their behaviour and create an environment that is conducive to learning. Underpinning this policy is the belief that everyone can learn to self-manage and self-regulate their own emotions and own behaviour. We wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences.

We are committed to the emotional mental health and wellbeing of all. The schools in our trust have high expectations for both adults' and children's learning and social behaviours. We pride ourselves on excellent relationships and a high level of care. We understand that positive behaviour needs to be taught and modelled and negative u can be communicating a need for support which will be provided without lowering our expectations.

This policy has been divided into 3 areas:

1. Behaviour for Learning
2. Behaviour for Safety
3. Behaviour for Respect

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AIMS

- To create a disciplined, positive, caring, orderly and inclusive environment where effective learning and teaching can take place, where children will develop lively, questioning minds, learn important skills and make good relationships with adults and children and where there is mutual respect.
- ensure that every child is aware of the whole school vision, values and behaviour curriculum as well as their rights and responsibilities through their involvement and pupil voice
- Create a safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities.

- Expect everyone to take pride in their school, class, our learning environment and their relationships with peers and colleagues
- Teach us to respect ourselves and others
- Ensure that each child develops his/her maximum potential.
- Help our children to develop personal, moral values and a tolerant understanding attitude towards people of other races, religions and ways of life and to celebrate and value our differences, while ensuring equal access to our rights
- Develop each child's sense of worth, identity, self-esteem, confidence, security and achievement.
- Ensure the wellbeing, mental health, social, emotional and learning needs of individuals are supported and developed, involving parents and other agencies where appropriate
- To help all to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- To develop in all the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving and develop a sense of responsibility with how they act and what they say
- Give children a sense of responsibility towards the community.
- Celebrate and praise children's achievement and success
- Expect adults to role model appropriate behaviour
- Ensure a consistent, positive approach to behaviour management throughout the whole school day, from breakfast clubs to after school clubs (including wrap around provision)
- Expect all staff to treat children fairly, consistently and sensitively
- Encourage and value the active and early involvement of parents to work collaboratively to find solutions to managing behaviour
- Establish clear procedures for dealing with and managing unacceptable behaviour that respects children's human dignity
- Reduction of staff stress through the identification of effective systems and practices.

ROLES AND RESPONSIBILITIES

Maintaining good behaviour is the responsibility of all staff, committee member and parents. We expect all adults to be a good role model for our children as we develop their attitudes for all aspects of life. Staff will be leaders of responsible behaviour by using thoughtful, respectful behaviour leadership language to raise pupil's awareness of how they are behaving.

SCHOOL BEHAVIOUR CURRICULUM – See Appendix 1

All our schools within the Trust have a curriculum for behaviour. Learning to behave appropriately and to meet the expectations of the schools does not happen by accident. This is because a child must first be taught how to behave, just like any curriculum content. Behaviour expectations in our schools are high because we want the best for our pupils and we know children feel safe, secure and happy when expectations are clear. Stakeholders have identified the behaviour we should expect of our pupils in different situations. These include working together as a whole class, working together in groups, working alone, on the playground, in the hall at lunchtime, in assembly, on trips or at competitive events and with visitors to school.

Behaviour for Learning

The schools in our Trust believe that our Behaviour and Relationships Policy forms an integral part in enabling all children to make the most of all the opportunities by making them feel safe and valued at all times. It is crucial in enabling the schools to develop the inclusive learning environment that inspires all our children to be successful as learners, develop a high level of self-esteem and ultimately maximise their full potential, whatever this may be.

Behaviour for Respect

What children can expect of staff to promote behaviour for respect:

- To know they will be treated fairly and consistently when they have not behaved according to our behaviour curriculum and related expectations. They will be listened to and expected to explain their actions
- Expectations for behaviour are discussed with children in a manner appropriate to their stage of development so that children know and understand what is expected of them
- To be given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices
- The school uses restorative approaches in terms of finding positive solutions when things go wrong in school.
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school
- To provide a Personal, Development and Well Being curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem.
- To take all child on child abuse including bullying, hate crime, sexual violence and sexual harassment very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying of any form. All incidents will be reported, investigated, actioned and recorded in accordance with guidance in our policies and accessing relevant assessment tools as recommended by each school's local authority Child Protection and Safeguarding procedures. Child Protection and Safeguarding procedures will be initiated where applicable and multi-agency involvement when necessary. All serious incidents will be recorded on CPOMs. Bullying can be defined as 'deliberately hurtful behaviour over a period of time and in circumstances where it is difficult for those being bullied to defend themselves.' This definition was recognised and accepted in case law (Hansen v. Isle of Wight Council). The Government define bullying as; 'bullying by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally.' Bullying is therefore: repetitive and persistent, intentionally harmful and involves an imbalance of power. The Anti-Bullying policy should be read in conjunction with this policy.
- That all staff will know and understand the Behaviour and Relationships Policy and that new staff will receive induction to ensure behaviour is treated consistently throughout the school.

What adults in school expect of children to promote behaviour for respect:

- To treat everyone within the school community with respect and consider their rights, as learners, children, teachers and adults.

- To follow the whole school Behaviour and Relationship Policy, and behaviour curriculum and behave appropriately. To know that consequences will be put in place if these expectations are not met at any time during the school day.
- To listen to each other and to all the adults in the school and respect each other's feelings.
- To accept support, where needed, for making the right choices and understand that adults in school are looking after the best interests and rights of all children.
- To attend every day, arrive on time and enter school ready to learn.
- To participate and play an active role within school.
- To wear the full and correct school uniform with pride.

Children With Additional Needs

Some of our children in school may have additional needs where their behaviour and sensory needs are affected by difficulties with communication, understanding, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school. Children who have specific needs that preclude them from accessing our Behaviour and Relationships Policy in the same way will be supported by all to implement personalised rewards and sanctions as part of a Support Plan. This ensures that they continue to learn about making the right choices and the consequences of their actions but also allows them to benefit from our whole school rewards. As mentioned above, personal support for inappropriate behaviour as a result of additional needs is put in place through a Support Plan.

The Support Plan:

- will include support that may have been identified by the class teacher, SENDCo or another agency e.g. Educational Psychologist or Behaviour Improvement Team
- may include a therapeutic intervention to help them: to become more confident, feel safe, have an increased ability to learn with others or have a quiet time to help them to remain calm (this may include sensory breaks)
- may have some adult support from the SENDCo or Learning Support Assistants (LSAs) identified at key times of the day in order for them to succeed
- will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress

All of the above does not mean that the child is unable to follow most of the expectations of this Behaviour and Relationships Policy, it acknowledges that adaptions may be required to be made to meet their individual needs whilst also considering the needs of all the children

The school will set up provision for SEND and vulnerable children, as necessary, during lunchtimes to ensure that they feel safe and secure and can spend time with a supportive adult.

Behaviour for Safety

We believe that challenging behaviour can lead to children and staff not feeling safe in school. Children whose repeated inappropriate behaviour is through choice and not as a result of an additional emotional, social or communication need will be given some opportunities to make the right choices and change their behaviour over a specific period of time. If their behaviour choices continue to be outside of our expectations then a Personal Support Plan (PSP) will be put in place

to support the child and to prevent a suspension. Where a PSP is needed, the school will work closely with parent/carers to prevent a possible suspension. Regular monitoring of pupils with behaviour issues may trigger the need for an Early Help Assessment.

The Personal Support Plan (PSP):

- is a way for school and home to work together
- lasts for a short amount of time, approximately 16 school weeks
- helps a child to become aware of their behaviour and then to make the right choices
- has targets set with the child and parents/carer
- targets need to be achieved and behaviour improved over the given time
- targets will be reviewed regularly with the child, parent/carer, class teacher, SENDCO, SLT Member and the Behaviour Improvement Team as well as any other agency invited to ensure progress is being made
- therapeutic intervention may form part of this process, as will rewards for achieving targets
- the Local Authority will be informed that the child is at risk of suspension and a copy of the PSP will be sent to them When all the targets set have been achieved the expectation is that the child will no longer need a PSP and can follow school expectations.

Six Stages of Crisis Plan

Some pupils will have a Six Stages of a Crisis Plan which will detail known triggers to avoid extreme displays of behaviour. A behaviour risk assessment will be completed.

Positive Handling Plans

In acknowledgement of guidance issued from the DFE, all our school staff have a legal power to use reasonable force to control or restrain. The absolute priority is for staff to meet their duty of care towards their pupils, and to take the action necessary to keep pupils safe. Reasonable force can be used to prevent pupils from hurting themselves or others, but is only used as a last resort and when all other options have been exhausted. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. Parents will be informed of serious incidents involving the use of reasonable force.

Personal Handling Plans (PHP) are in place for pupils who require them. These will be agreed and signed by parents and reviewed along with the child's support plan on a regular basis and as a minimum 3 times per year.

<u>Identifying children with possible mental health problems</u>

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:

- Emotional state (e.g. fearful, withdrawn, low self-esteem)
- Behaviour (e.g. aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (e.g. indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent

disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

Where there are concerns about behaviour, discussions should be held with the SLT, Family Support Worker, SENDCO and where required with the Director of Safeguarding & Attendance so that various assessments can be undertaken to help to determine whether there are any underlying factors such as undiagnosed learning difficulties, difficulties with speech and language, child protection concerns, or mental health problems. SDQ, Boxalls and other emotional wellbeing audits will be completed when required. Approaches taken are trauma-informed.

SEXUAL VIOLENCE & SEXUAL HARASSMENT

The Three Saints Academy has a zero-tolerance approach to sexual violence and sexual harassment and all staff receive additional training in this We have adopted a 'whole school approach' to tackling sexism and child on child abuse (including sexual violence and sexual harassment). We fully understand that even if there are no reports of child on child abuse in school it may be happening.

As such, all our staff and children are supported to:

- be alert to child on child abuse (including sexual violence and sexual harassment);
- understand how the school views, records and responds to child on child abuse
- stay safe and be confident that reports of such abuse will be believed, taken seriously and acted upon.

We will not tolerate instances of child on child abuse and will not pass it off as "banter", or "part of growing up". We will recognise that child on child abuse can occur between and across different age ranges.

Staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

We will follow both national and local guidance and policies to support any child subject to child on child abuse. For further information about Sexual Violence and Sexual Harassment, see Child Protection & Safeguarding Policy.

REWARDS

Each school has adopted a consistent approach for rewarding and encouraging good behaviour, a variety of awards are given for any actions, deeds or attitudes which are deemed noteworthy and or things that links to the school's values or anything the school are prioritising. Each school actively looks for good behaviour and praises and rewards children for this in various ways recognising that this raises pupils' sense of self-worth and their place within the school community. Each school will strive to acknowledge all known efforts and achievements of pupils, both in and out of school.

This may include:

- Particularly good work/effort
- Displaying good manners
- Displaying a caring attitude towards others
- Remaining on task
- Use of a growth mindset

Rewards used by each of the schools can be seen in Appendix 2 – School Rewards

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

For each school's consequences see Appendix 3 – Graduated Approach.

Consequences are understood by all children and are explained at the start of each year. Consequences may vary slightly depending on the age of the pupil.

Consequences are given as a last resort, in most cases these can be avoided through adult support, interventions and good role modelling along with regular messages of behaviour expectations:

- Children will be given a clear explanation of the consequence that might happen if they continue with an inappropriate behaviour.
- Children always have the opportunity to 'turn' their behaviour round.
- Consequences for our young children are immediate and relatively short, this could include missing a playtime or an opportunity for reflection. These consequences are always followed by a discussion with an adult and the opportunity to repair any upset caused.
- Where behaviour is threatening their own or others' safety, removal from the group or activity will take place and the child will be supported by an adult.
- In the event that concerns are raised we will contact parent/carers and work with them to plan support for their child's development.
- Staff appreciate that it is the certainty that a consequence will be issued, rather than the severity of the consequence that has the greatest impact on deterring a pupil from behaving inappropriately.

UNACCEPTABLE CONSEQUENCES

Children will not be asked to write lines as a punishment. They will not be sent to stand outside classrooms, or against walls on the playground or in school. Children's names will not be written on the board to indicate sanctions. Children will be spoken to in a calm manner at all times with the adult acting as the role model.

SUPPORT PLANS
Some pupils may have behaviour targets on their support plans. This will be done by the class teacher, SENCO, with involvement from relevant support staff. All plans have progress regularly reviewed each term.

If the child's support plan is not effective and no improvement can be seen, a pastoral support plan (PSP) will be considered along with possible manage transfer or pupil referral unit application.

Regular monitoring of pupils whose behaviour is of concern may trigger an Early Help assessment which will identify any multi agency input required.

CRISIS MANAGEMENT PLANS (Part Of Child's Support Plan)
Some pupils may have a Six Stages of a Crisis Plan which will detail known triggers in an attempt to avoid extreme displays of behaviour. A behaviour risk assessment will be completed.

Personal Handling Plans
Pupils known to school as often needing to be "handled", will have a Personal Handling Plan (PHP). These will be agreed and signed by parents. See Reasonable Force Policy.

CREATING A POSITIVE ATMOSPHERE
Each lesson will be started in a friendly and positive way. Children will be welcomed and the big picture will be given. This will reduce anxiety and all children will understand what is expected of them.

There is a reflection area in every classroom which can be used to de-escalate problems and children can calm down and refocus in these areas.

All staff will speak calmly to children without raising their voice. The unacceptable behaviour will be targeted without labelling the child as 'naughty'.

DISCIPLINE BEYOND SCHOOL GATE
School has the right to discipline pupils for behaving inappropriately outside school in the following circumstances:

Inappropriate behaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- or in some other way identifiable as a pupil at the school.

or inappropriate behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school, or

- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

In all cases of inappropriate behaviour school will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In these cases school will treat each case individually when considering what action to take. Parents/carers will be involved.

POWER TO USE REASONABLE FORCE

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 and discipline in the classroom.

All staff adhere to the Safer Handling model, records are kept in line with the school Reasonable Force Policy.

CONFISCATION AND SEARCHING

Searching, screening and confiscation is conducted in line with the DfE's Searching, Screening and Confiscation - Advice for Schools July 2022.

Confiscation

Any prohibited items (listed in section 3 of the above guidance) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

Desks

Lockers

Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3.

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

SUSPENSIONS AND EXCLUSIONS

Each school within the Trust 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

The decision to suspend or exclude will be made by the headteacher following consultation with the CEO and only as a last resort.

Please refer to the Suspension and Exclusion Policy for more information

PUPIL TRANSITION

Discussions and transfer of documentation will be held with schools to identify support required for incoming pupils to meet behaviour standards and to identify support in place for outgoing pupils.

TRAINING
As part of their induction process, all staff and volunteers are provided with a copy of this policy and regular training on managing behaviour is provided to staff.

MONITORING
All incidents are reviewed, monitored and discussed at the Trust's termly Safeguarding Forum and school data is reported termly to each School's Committee. This policy is reviewed annually and is promoted and implemented throughout the schools in the Trust.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

This policy should be read in conjunction with Trust and School Policies:

Trust Safeguarding Strategy and Policy
Trust Attendance Strategy and Policy
Trust Mental Health and Wellbeing Strategy and Policy
Trust Anti-bullying and Harassment
Trust Online Safety Policy
Trust Reasonable Force Policy
Trust Exclusions and Suspension Policy
Home School Agreement
SEND
Trust Employee Code of Conduct
Trust Equality and Diversity Policy
PSHE/RSE Curriculum Policy