



## POSITIVE RELATIONSHIP & BEHAVIOUR POLICY

**Date of Policy:**

**March 2023**

**Review Date:**

**Summer Term 2024**

**Member of staff responsible:**

**Senior Leadership Team and Governing Body**

*"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high, and they will never drop their own standards because of the poor behaviour of a learner. **Paul Dix, 2017**"*

### 1. PURPOSE

At Leigh Saint Peter's Primary School, we are committed to providing an attachment and trauma informed environment where all children feel safe. Children who have secure attachment are known to have higher self-esteem and empathy; making them better equipped to manage day-to-day life. We are a compassionate community and encourage co-operative learning with a caring and supportive adult each day. All the children and adults in our school community will be welcomed into a calm and connected environment where curiosity is encouraged to enable learning to take place effectively. We aim to ensure that all adults demonstrate empathy towards children in the hope of building self-esteem and enabling all groups of children to flourish. As a Church of England school, our Christian Values of love, respect, friendship, trust, resilience, perseverance, and responsibility are embedded in our school curriculum for learning and behaviour.

### Introduction & Legal Framework:

- 1.1.** Our policy is underpinned by the 54 Articles of the [United Nations Convention on the Rights of the Child](#), which came into UK law in 1992, and in particular, Article 28 which states that "discipline in schools must respect children's dignity and their rights", and which covers all aspects of a child's life, explaining "how adults and governments must work together to make sure all children can enjoy their rights."
- 1.2.** The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- 1.3.** As an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- 1.4.** The Teachers' Standards (2012) makes clear the expectation for all teachers to "manage behaviour effectively to ensure a good and safe learning environment." Teachers must "have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy." They must "manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them." (Standard 7)
- 1.5.** The law says: The head teacher must set out measures in the behaviour policy which aim to: promote good behaviour and respect, prevent bullying, ensure pupils complete assigned work, Regulate the conduct of pupils.

## 2. LEADERSHIP & MANAGEMENT

### 2.1 Managing Behaviour:

The table below outlines some of the behaviours that might be displayed in school by children and supports staff in deciding how the situation needs dealing with.

	<b>Classroom Teacher/TA</b>	<b>Pastoral Team</b>	<b>SLT</b>
<b>Behaviour</b>	Child daydreaming, looking around, talking (non-disruptive) Talking, distracting others, slow to complete work, arguing with peers, disrupting learning. Rudeness to staff. Throwing small equipment Continual talking.	Refusal to follow instructions. Leaving the classroom Refusal to come in from playground.	Upturning furniture. Deliberate violence towards a child in the classroom. Swearing directly at an adult. Physical violence towards staff. Leaving the school grounds. Climbing on school property. Racist incidents (Discrimination).
<b>Actions to be taken</b>	Follow Consequences in Section 3.5	Follow Consequences in Section 3.5	Follow Consequences in Section 3.5

### 2.2 Child on Child Abuse

*As part of KCSIE, 2022, it is important for anyone reading this policy to understand the terminology, child-on-child abuse. This sections details what this is and what it might look like in a school setting.*

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse using coercion/power and/or control by an individual child or group of children and is exercised between children and within their relationships (both intimate and non-intimate). All staff in our setting recognise that children can abuse their peers and are aware of the different forms that these safeguarding issues take:

- Bullying-emotional/physical so repeated behaviour which is intended to hurt someone either emotionally or physically (hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm)
- Online/Cyber bullying
- Prejudiced relating bullying.
- Sexual Violence, Sexual Harassment and Sexually Harmful behaviour
- Sexting sharing of nude or indecent (youth produced sexual imagery)
- Abuse in intimate relationships, including teenage relationship abuse.
- Initiation/hazing type violence and rituals
- Hate crime.
- Child Criminal Exploitation
- Child Sexual Exploitation
- Gang association and serious violence - County Lines
- Radicalisation This abuse can be motivated by perceived differences. e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences and result in significant, long lasting, and traumatic isolation, intimidation, and/or violence to the victim.

### 3. SCHOOL SYSTEMS & SOCIAL NORMS

#### 3.1 Routines and staff behaviour:

##### Rules and Routines

The 3 school rules are clear, consistent, and embedded and lead to excellent behaviour:

- Be Ready
- Be Respectful
- Be Safe

In our school, we expect all adults to recognise that:

- we provide calm and consistent behaviour;
- relentless routines
- first attention is paid to children displaying the best conduct.

##### Our Relentless Routines:

Legendary Lining Up:	Wonderful Walking:	Calm Corridors:	Sensation Signals:	Tremendous Transition:
<ul style="list-style-type: none"><li>▪ Straight Line</li><li>▪ Silent</li><li>▪ Facing Forwards</li></ul>	<ul style="list-style-type: none"><li>▪ Silent</li><li>▪ Hands by Side</li><li>▪ Facing Forward</li></ul>	<ul style="list-style-type: none"><li>▪ Right Place Right Time</li><li>▪ Quiet</li><li>▪ Wonderful Walking</li></ul>	<ul style="list-style-type: none"><li>▪ Clap</li><li>▪ Hand Raised</li><li>▪ Wait for Silence</li></ul>	<ul style="list-style-type: none"><li>▪ Stand Behind Chairs</li><li>▪ Prayer</li><li>▪ Legendary Lining Up</li></ul>

#### 3.2. Rewards:

We wish to encourage pride in all of our children but realise that this needs to be modelled and nurtured before it becomes an intrinsic function. Our main school reward is our ClassDojo points system. Class Dojos are given to a child not merely for doing what is expected of them or for following school rules as this is our minimum expected standard. ClassDojo points are given to children who demonstrate exceptional effort for behaviour and learning. We will also issue Dojos in line with our school core values. ClassDojos will never be taken away but collated and celebrated in Friday Celebration Assembly recognised with a certificate.

**Daily ClassDojo Award:** Recognition applause and notification to parents

**Weekly ClassDojo Award:** Certificate in Celebration Assembly (shared on Twitter)

**Half Termly Dojo Award:** Hot Chocolate with SLT (shared on Twitter)

**Termly Dojo Award:** Parent Breakfast (shared on Twitter)

##### Weekly Celebration Certificates:

1 x child per year group for following the school rules (chosen by the Prefects) (shared on Twitter)

1 x lunchtime 'Top Table' awarded by the Teaching Assistants at playtime (shared on Twitter)

If a child needs more encouragement to make positive choices or to follow the school rules, they will be given an individual points card (see appendix 1.2). Targets are made in agreement with the child, their emotionally available adult and the child's parent. When a child gains the target amount of points a text message will go to the parent (sent by SLT or the school Behaviour Mentor). Points cards are implemented in relation to the child's needs and progress from Bronze, Silver to Gold. This ensures children receive the individual level of behaviour support required for their needs.

If a child requires intensive behaviour support, no rewards will be given until the child is back to a targeted or universal offer. For more information on intensive behaviour support, see the section on Behaviour Contracts.

#### 3.3. Scripted Interventions

Our school is a non-shouting school as we believe that shouting does not aid the learning process. In fact, it hinders the learning process. With this in mind, all adults will:

- Remain calm and flexible.
- Be clear and reasonable.
- Talk privately.
- Allow space and time.
- Avoid power play.

- Listen with empathy.

The school rules are simple and clear. When a child is seen not following a rule a child is reminded specifically about the rule they have broken and a link is made to what the child is doing is made explicit. A simple script is followed in a non-judgemental way.

I noticed that...  
 The rule is ...  
 Yesterday/last week you followed that rule well by...  
 Now I want to see....  
 Thanks for listening.

Other phrases that might support an empathic response to children are:

I can see you are upset...  
 I am hearing you say...  
 I am noticing...  
 I am wondering...  
 Be that as it may.....  
 And yet...

### 3.4. Restorative Conversations

A restorative conversation takes place as part of the re-build of a behaviour intervention. It is important that this conversation is held with the adult involved and/or supported by an adult if it is between children, so that there is a strong connection rebuilt. Paul Dix (2017) reminds us that, *"The behaviour of the adult lies at the heart of it all"*.

Some suggested questions that staff are trained to use as part of the Restorative Conversation work that we undertake as a school:

- What happened?
- What were you thinking at the time?
- How do you think this made people feel?
- What should you do to put things right?
- How can we do things differently in the future?

With younger children or children that struggle with the detail in the above questions, we focus on:

- Who else has been affected?
- What can we do to make things right?

### 3.5. Consequences

#### 3.5.1. Consequences at classroom level:

Steps:	Actions:
Reminder	A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. It is important to try and remind the child which rule they have broken. If reasonable adjustments are required for the child, repeat the reminder.
Caution	A clear verbal caution delivered privately, where possible, making the pupil(s) aware of their behaviour and clearly outlining the consequence if they need to be reminded again.
Miss time at playtime	Miss minutes of break time (1x minute of age of child) with class teacher.
Buddy Class	Buddy Class and parents notified by class teacher and recorded on CPOMS.
Time In	Miss break/lunchtime and parents notified by class teacher and recorded on CPOMS.

### 3.5.2. Consequences at a targeted level (Children on a Points Card)/ (with Pastoral Team involvement):

Steps:	Actions:
Reminder	<b>*Class Teacher*</b> A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. It is important to try and remind the child which rule they have broken. If reasonable adjustments are required for the child, repeat the reminder.
Caution	<b>*Class Teacher*</b> A clear verbal caution delivered privately, where possible, making the pupil(s) aware of their behaviour and clearly outlining the consequence if they need to be reminded again.
Miss time at playtime	Miss minutes of break time (1x minute of age of child) with Pastoral Team.
Nest	Child supported in the Nest. Parents notified and return to class with a member of the Pastoral Team.
Miss break or lunchtime	Miss break or lunchtime and parents notified by Pastoral team and recorded on CPOMS.

If parents do not answer call. A dojo message is sent by Pastoral Team to request, they contact the school immediately. Pastoral Team will follow this up daily.

### 3.5.3 Consequences involving SLT:

Steps:	Actions:
Reflecting	Child will be required to reflect on their behaviour <b>with class teacher</b> during lunch or at breaktime.
Contact with parents made	Parent called into school to complete the work that has not been completed (at the time, e.g., during the school day).

### 3.6. Internal Suspension (Time In)

An internal suspension is a strategy used that requires a pupil to be removed from class and to work in isolation until their behaviour improves and any issues resolved. To support the mental health of a child who is dysregulated, school opt for a policy for **TIME IN** with a key emotionally regulated adult. This allows a child who is in crisis to co or self-regulate enough to be able to discuss how they have behaved or what has happened to them. During this time a staff member may try 'mental state talk' (talking to the child about what's bothering them and reflecting on their mental state), to use empathic responses, soothing (emotional regulation) or containment (this may be with their own feelings or emotions or through clear boundaries or spaces).

As with other consequences, school will act lawfully, reasonably and proportionately in all cases. Any separate room or area will only be used when it is in the best interests of the child and other pupils. Any use of restriction which prevents a child from leaving a room of their own free will, will only be used in exceptional circumstances, and if it reduces the risk presented by the child to themselves and others. The senior leader involved will decide how long a pupil should be kept in a separate place, and for the staff member in charge to determine what pupils may and may not do during the time they are there. We will ensure that a pupil is withdrawn no longer than is necessary and that their time spent there is used as constructively as possible. We will allow pupils time to eat or use the toilet. We will ensure the health and safety of pupils and staff, and any requirements in relation to safeguarding and pupil / staff welfare. A record is kept, monitored and evaluated of the pupils and the time spent away from their group, to show progression by the individual and that correct use is being made of this support. The child will be expected to complete any work which has been missed.

### 3.7 Supportive Holding

Bernard Allen conducted research which explained about '**children not being born with the capacity to care for themselves and the need for adults to protect them in a supportive and nurturing way**'. School staff at Leigh St Peter's CE Primary who are considering using supportive holding do so based on a rationale of action as if it were their own child. Supportive holding can be the opportunity for the child to realise they are not alone in their emotional pain. It is a developmentally, appropriate, and necessary

*The following reference points have been used to inform our behaviour policy: Creating Culture 2017 / Behaviour in Schools: Advice for Headteachers and School Staff 2022 / Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England, including pupil movement, September 2022 / Keeping Children Safe in Education 2022*

response to a child behaving in ways that are unsafe or are in emotional distress. If we feel that this might be an intervention that we will use in school it will always form part of the child's Personal Handling Plan (PHP) and will be shared and reviewed with parents on a termly basis.

### **Using reasonable force to control or restrain a pupil**

- All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). Staff will be updated of any changes made by the government relating to the Use of Reasonable Force as part of the regular Team Teach training.
- Staff will only physically intervene to reasonably control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person including their own, or from causing disorder. For example: teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so they may be physically removed. The level of physical intervention/restraint will always reflect the level of behaviour they are intending to prevent i.e., always proportionate to circumstances.
- The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment. Parents will always be made aware of a physical intervention and if it is deemed to be a strategy that school feels it will use, it will always form part of the child's Personal Handling Plan (PHP) and will be shared and reviewed with parents on a termly basis.

### **3.8. Behaviour Contracts (See Appendix B)**

For children who a points card does not result in them following the school rules, a behaviour contract is implemented. The intention of the behaviour contract is to support children whose behaviour is leading to a potential fixed term suspension or permanent exclusion.

The behaviour contract sets out clear expectations for a child's behaviour and the consequences of not meeting these expectations. This contract is explained and communicated to parents and each child in a formal meeting. Both the child and parents will be expected to sign this contract once they agree to the expectations and consequences. This is reviewed on a half termly basis with a member of the Senior Leadership Team.

### **3.9. Suspension and Exclusion**

#### **3.9.1 Fixed Term Suspension**

Suspension of a child would only be considered as a last resort after other strategies have failed, or that by allowing a child to remain in school it would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. Suspension is for a fixed period of time.

Only the Headteacher (or the Acting Headteacher) has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed period for up to 45 days in any one school year. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion if circumstances warrant this. In all cases, a school must balance the interests of the pupils against the mental and physical health of the whole school community. **(See 9.2 Permanent Exclusion for more details)**

If the Headteacher suspends a child, they must inform parents/carers immediately giving them the reasons for the suspension. At the time, the Headteacher will make it clear to the Parents/ Carers that they can, if they wish, appeal against the decision to the governing body. The school will inform the Parents/Carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any fixed-term suspensions beyond five days [10 lunchtimes] in any one term and should the suspension mean, the pupil will miss a public examination.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.

When an appeals panel meets to consider an suspension, the circumstances in which the child was suspended and any representation by parents and the LA is considered.

### **3.9.2 Permanent Exclusion**

A decision to exclude a pupil permanently should be taken only in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. Permanent exclusion is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should be used as a last resort. There will, however, be exceptional circumstances where, in the head teacher's judgment it is appropriate to permanently exclude a child for a first / 'one off' offence. These might include:

- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug; or
- carrying an offensive weapon.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

## **4. DEALING WITH ALLEGATIONS AGAINST STAFF**

Whilst all allegations of abuse **must** be taken seriously, the quick resolution of that allegation will be a clear priority to the benefit of all concerned (see Safeguarding and Child Protection policy).

## **5. WORKING WITH OUTSIDE AGENCIES**

It is always the school's intention to ensure that all children receive the best support that can be provided. There may be times where expert options may be needed to support a child to improve their social, emotional, and behavioural skills. Examples of agencies the school uses are:

- TESS (Targeted Educational Support Service) Behaviour team
- Local Children's Centres
- MHST (Mental Health Schools Team)
- CAMHs (Child and Adolescent Mental Health Services)
- Start Well
- Speech and Language referral
- Occupational Therapy
- Counsellors (Play Therapy, etc).

## **6. PUPIL TRANSITION**

To protect our children from potential crisis points we plan transitions carefully. This includes transitions during the school day for breaks and assemblies; a planned change of a teacher during the day; moving up in the last week of the academic year to settle into the new environment and with their new teacher and transition days when moving schools.

## **7. PUPIL SUPPORT**

We work closely with our families to provide the best support for all our children. We ensure that senior leaders and the pastoral team are visible and available in the mornings and after school. We have a strong Pastoral Team which supports teachers and leaders in school, and we support and refer on to outside agencies if necessary. Working alongside parents helps us to identify barriers to learning that have had or are having impact in a child's life and plan for the child's individual needs.

The table in Appendix A shows the strategies the school uses to support all our children's relationship and behaviour needs. All children are offered the universal support, some children may also need targeted support and a few children may need additional intensive support. Early Intervention is important for us, and we use the strategies: prevention, identification, early support, and access to specialist support as outlined in the Mental Health and Behaviour 2018 DFE publication.

## **8. STAFF INDUCTION, DEVELOPMENT, AND SUPPORT**

The school will manage behaviour support, resources and training for all staff including lunchtime supervision staff. This will be through in-house training, staff meetings and support from outside agencies. This is to ensure that all staff, including new staff, are kept up to date with current and relevant school policies and that strategies used are consistent with school policies.

### **This policy also links to our policies on:**

Teaching and Learning, Anti-bullying, E-safety, Attendance as well as SEND. It takes account of race, religion, culture, SEN, disability, and other vulnerable pupils. See Equality Act 2010.

The Policy has been written in consultation with staff, parents, children and from support from a DFE Behaviour Hub (Ince CE Primary School). It has been made available on the school website for parents to read and familiarise themselves with.

The school community is involved in the development of this policy. All members of the school staff have been consulted as this is a legal requirement. Copies of this policy are available for all parents and pupils to look at whenever they so wish. They are always consulted when reviewing this through parental/pupil questionnaires.

The Headteacher and the other school leaders will monitor the effectiveness of this policy regularly and if necessary, make recommendations for further improvements.

## **9. BANNED ITEMS**

### **9.1 Searching pupils and their possessions:**

School staff can search pupils for any item which is banned by the school rules, these include phones, personal electronic devices, alcohol, drugs, cigarettes, knives, or any other offensive weapon. The new legal power to search pupils [including bags and lockers] without consent, not only for weapons but also for alcohol, controlled drugs and stolen property came into force September 2010. New guidelines July '11 extends this to include: cigarettes and other tobacco products, pornography, fireworks and specified personal electronic devices [mobile phones and iPods etc], any item which may be used to commit an offence and for items banned under school rules.

### **9.2 Confiscation, Retention and Disposal:**

There is now a specific legal defence for confiscating inappropriate items, keeping hold of the item and disposing of, provided the actions taken are reasonable. Items confiscated from a child will be kept safe either by the class teacher or senior leader. Depending on the item in question it will either be given back to the child at the end of the day or parent/carers will be asked to pick it up from school.

### **What the law says:**

The headteacher can authorise a search of pupils' outer clothing or their possessions [including bags and lockers] without their consent if there is reasonable grounds for doing so. Reasonable force may be used to execute the search. Normally this would be undertaken by security staff. Teachers cannot be required to undertake such searches. Teachers can instruct pupils to turn out their pockets, bag, locker and punish them if they refuse to do so.

### **9.3 Drug and Alcohol Use:**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs medication during the school day the parent or guardian should notify the school and a Health Care Plan (HCP) is written and where appropriate with the support of a health professional (see Medicines in School Policy)

The school will take very seriously the misuse of any substance such as glue, other solvents or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings any substance into school for the purpose of misuse will receive a fixed-term exclusion and the police and social services may be informed.



If any child is found to be suffering from the effects of alcohol or any other substance, arrangements will be made for that child to be taken home. It is forbidden for anyone, adult, or child, to bring onto the school premises any illegal drugs. Any child who is found to have brought to school any type of illegal substance will receive a fixed-term exclusion. The child will be re-admitted to the school following the fixed term. A parent or guardian of the child will also need to visit the school and discuss the seriousness of the incident with the head teacher.

If a child is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school the police and social services will also be informed.

# Our School Rules





# Be Ready

I am ready by coming to school wearing to correct uniform.

I am ready to arrive at school and on time each day.

I am ready when I use my manners (Greeting staff and other children and saying please and thank you).

I am ready with an excellent attitude to learning.

I am ready to walk quietly and calmly around our school.

I am ready when I am sat quietly showing the adults in school that I am ready to learn.

I am ready when I am listening to the adults talking to you.

I am ready at the end of break time and lunch time to begin my lessons.



# Be Respectful

I am kind to everyone in our school.

I always put up my hand and do not interrupt the lesson.

I treat other people with kindness always caring about other people.

I am always quiet and listen when others are talking (teacher & peers).

I always try my best to help others.





# Be Safe

I am safe when I am listening to teacher instructions.

I am safe when I am in the right place at the right time.

I am safe when I stay in the classroom during lessons.

I report or speak to an adult if I don't feel safe or  
if I feel anyone else is not safe.

## Appendix A: Behaviour Offer for children at Leigh St Peter's CE Primary:

UNIVERSAL	TARGETED SUPPORT	INTENSIVE
<p>Safety Cue's in all aspects of school life:</p> <ul style="list-style-type: none"> <li>✓ Soft start to the day for all. After break and after dinner for Year 4, 5 and 6</li> <li>✓ Meet and Greet just inside the classroom door.</li> <li>✓ Warm, empathic, playful and curious (PACE) staff.</li> <li>✓ Interaction with children that ensures social engagement.</li> <li>✓ No shouting practice across school (unless a child is in danger).</li> </ul>	<p>Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of traumatic/emotional stress.</p>	<p>An emotional available adult is allocated for daily contact.</p>
<p>Children, staff and parents sign the home school agreement.</p>	<p>Children &amp; parents meet with SLT member to initiate the behaviour contract. Points card initiated. Children on Points Card – have their own points system, not Dojos.</p>	
<p>Staff relationships are strong, and they actively repair occasions when they may have become defensive with pupils.</p>		<p>Staff work with parents and other agencies, if appropriate, through regular meetings such as PSP meetings.</p>
<p>Scripted interventions Restorative conversation</p>	<p>Restorative conversation.</p>	<p>Restorative conversation.</p>
<p>Provide stress regulation strategies during the day, particularly during transitions eg: Mindfulness music, breathing and peer massage.</p>		
<p>PSHE and Intervention groups within the classroom.</p>	<p>Small Targeted groups – including Nurture provision provided by the Pastoral Team.</p>	<p>Targeted Support – including Nurture, Play therapy etc.</p>
<p>Completion of Boxall Profile by class teacher and yearly reviews.</p>	<p>Termly reviews of Boxall profiles.</p>	<p>Completion of Motional questionnaires and ACE surveys (if appropriate) – reviewed termly.</p>
	<p>Solution Circles are used to develop a review of a child's behaviour.</p>	<p>EP Assessment</p>
	<p>Individual Behaviour Plan (IEP) and targets are in place.</p>	<p>PSP (Pastoral Support Plan) is completed with LA support.</p>
	<p>Positive Handling Plan (PHP) is in place and reviewed regularly.</p>	<p>PHP is in place and reviewed.</p>
	<p>Risk Assessment completed by SLT.</p>	<p>Risk Assessment completed by the Local Authority Officer.</p>
	<p>Support with referrals to paediatric support.</p>	<p>Referrals to Occupational Therapist, SALT team etc.</p>

## Appendix B: Behaviour Contract



# LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams

LOVE RESPECT TRUST FRIENDSHIP RESPONSIBILITY PERSEVERANCE RESILIENCE

### **BEHAVIOUR CONTRACT PARENT MEETING**

**Child:** \_\_\_\_\_ **Staff Lead:** \_\_\_\_\_

**Contact:** \_\_\_\_\_

At Leigh St Peter's CE Primary School, we want all children to be confident individuals, responsible citizens and successful learners. To support this, we have three clear rules:

#### **Be Ready, Be Respectful, Be Safe**

We would like to work together with ....., you as parents and as a school to ensure .....is engaging in school life so that he/she is getting the most out of his/her time at Leigh St Peter's CE Primary School and so that others are too.

Currently your child is consistently not following our school rules and therefore is at risk of suspension. To help to prevent this from happening, we ask that you as a parent agree to the following expectations for your child:

#### ***I agree that my child will:***

- Be on time for school and lessons (Be Ready)
- Wear full school uniform and be smart everyday (Be Ready)
- Speak calmly and respectfully using appropriate language and tone of voice to both children and staff inside and outside of the classroom environment (Be Respectful)
- Solve problems using kind words without aggression (Be Respectful)
- Stay in class during lessons and remain on timetable (Be Safe)
- Follow instructions from all adults at all times (Be Safe)

From today, as a school we will have zero tolerance if these simple expectations are not followed by your child. Some of the sanctions we will employ (dependent on the situation) will include: **Class Teacher / Pastoral Behaviour Mentor / Senior Leader**

- Reflecting on their behaviour with a member of staff during breaks, lunch time or after school.
- Asking your child to stay with an adult during breaks and lunch times or after school to complete unfinished work or anything that was refused by your child during the school day.
- Asking you as a parent to come into school to complete the work / task that has been refused.
- Lunchtime and/or break time fixed term suspension.
- A fixed term suspension - A permanent exclusion.

I agree to supporting school in implement all of the above to support with the improvement of my child's behaviour:

<b>Signed by parent:</b>	
<b>Signed by child:</b>	
<b>Signed by school:</b>	

## Appendix C: Points Card

### Points Card System

For children to begin on the 'Points Card System', there will be an initial meeting held with class teacher, a member of SLT and parents to voice concerns and for parent to sign a 'Behaviour Contract'. Whilst on a Points Card, children cannot receive any other reward e.g. dojo's.

#### **Bronze:**

Child to start on Bronze Points Card. On a Bronze Points Card, a total of 36 points can be earned from behaviour and task completion (see Bronze Points Card). Lessons will be broken down into small manageable tasks using 'Now, Then and Next'. (3 baskets)

**Week 1-3:** An agreed daily points score of 29 is required for child to meet target. This is reviewed weekly by a member of SLT.

**Week 4-6:** A revised 'Ambitious Point Score' is set by the child, 1:1 staff member and a member of SLT. (Higher than 29).

**End of week 6:** A Points Card review meeting is held to determine next steps. Does the child need to remain on Bronze? Can the child progress to a Silver Points Card?

#### **Silver**

On a Silver Points Card, a total of 24 points can be earned from behaviour and task completion (see Silver Points Card). The child's daily tasks will be split up into 5 lessons on a visual timetable. (5 baskets).

**Weeks 1-3:** An agreed daily points score of 17 is required for child to meet target. This is reviewed weekly by a member of SLT.

**Week 4-6:** A revised 'Ambitious Point Score' is set by the child, 1:1 staff member and a member of SLT. (Higher than 17).

**End of week 6:** A Points Card review meeting is held to determine next steps. Does the child need to remain on Silver? Are they able to cope with Silver? Can the child progress to a Gold Points Card?

#### **Gold**

On a Gold Points Card, a total of 21 points can be earned from behaviour and task completion (see Gold Points Card). The child's sessions are split into morning and afternoon (No baskets needed – just usual class visual timetable)

**Weeks 1-3:** An agreed daily points score of 14 is required for child to meet target. This is reviewed weekly by a member of SLT.

**Week 4-6:** A revised 'Ambitious Point Score' is set by the child, 1:1 staff member and a member of SLT. (Higher than 14)

**End of week 6:** A Points Card review meeting is held to determine next steps. Does the child need to remain on Gold? Are they able to cope with Gold? Can the child come off the Points Card system?

### Example Points Card:



#### LEIGH ST PETER'S CE PRIMARY SCHOOL

Together with God we challenge minds, recognise talents and build dreams

LOVE RESPECT TRUST FRIENDSHIP RESPONSIBILITY PERSEVERANCE RESILIENCE

BRONZE POINTS CHART											
Name:		BEHAVIOUR					TASK				
Week Beginning:		3 points = Consistently following our school rules					3 points = task done to the best of your ability				
I can		2 points = pretty good, just the odd reminder about following our school rules					2 points = task done well but can do better				
Points target:		1 point = made the right choice and controlled your behaviour					1 = very little effort made to attempt the task				
		0 points = aggressive/violent behaviour and/or refusal to follow adult requests					0 = refusal to attempt the task				
	Arrival in class	Lesson 1 (am)	Break	Lesson 2 (am)	Break	Lesson 3 (am)	Lunch	Lesson 4 (pm)	Lesson 5 (pm)	Total (36)	MESSAGE HOME
	B	B and T	B	B and T	B	B and T	B	B and T	B and T	B	A
MONDAY											
TUESDAY											
WEDNESDAY											
THURSDAY											
FRIDAY											
End of week points total:											