



## St. Anne's Church Academy

"The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible. Every single day. Small, persistent and visible shifts in adult behaviour have an incredible effect on children's behaviour"

Paul Dix

## POSITIVE RELATIONSHIPS AND BEHAVIOUR PLAN

This plan supports The Priory Learning Trust behaviour policy and should be used as part of St Anne's Church Academy overall behaviour strategy and implemented within the context of our vision, instrument of government aims and values as a Church Academy. It is reviewed on an annual basis.

### Principles

St Anne's Church Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policies guide staff to teach self-discipline not blind compliance. It echoes our core church values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Relationships with children and their families are key. Respectful communication is vital to these relationships.

### Our school aims include:

Encouraging learning by providing a welcoming, **friendly** and supportive environment in which children can become confident and independent learners

Developing a 'Learning without Limits' approach whereby we promote an ethos of **trust**, co-agency, everybody and unpredictability

Providing opportunities for pupils to develop skills which promote self-esteem and confidence in their **relationships**

Instilling an appreciation of Christian values and beliefs

## The aims of this plan are to

- Create a culture of exceptionally good behaviour: for learning, for community and for life;
- Ensure that all learners are treated fairly, shown **respect** and promote good **relationships**;
- Help learners take control over their behaviour and be responsible for the consequences developing **compassion** for others;
- Build a community which values kindness, **peace**, care, good humour, good temper and empathy for others;
- Encourage skills of self-discipline in preparation for secondary school and for adulthood;
- Help children know the difference between right and wrong thereby encouraging an increased awareness of **justice**;
- Recognise, reward and celebrate positive behaviour;
- Help children to understand and respond to the boundaries of what is acceptable;
- Encourage a culture of **forgiveness**;
- Create a positive environment to enable learning to take place successfully;
- Ensure that children, parents, staff and volunteers know the school's rewards and sanctions system;
- Promote an ethos of **koinonia** throughout the school;
- Ensure that pupils are aware that behaviour is a choice.

This policy includes all pupils in our school and may be differentiated according to the age and stage of the pupil's development and to support pupils with SEND, if appropriate.

## Purpose of this plan

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

## Three is the magic number

### How will staff behave?

1. Staff will demonstrate relentless kindness
2. Staff will demonstrate relentless consistency
3. Staff will demonstrate relentless clarity

### Three Rules

1. **Respect yourself**
2. **Respect others**
3. **Respect the environment**

### Three key ways to recognise conduct that is 'over and above'

1. Through public recognition at weekly celebration worship
2. Through the use of positive conversations (which may include positive comments, phone calls home, positive notes and comments in partnership book, emails etc)
3. Through nomination for Hot Chocolate Friday/ Fabulous Friday

### **Support beyond the classroom**

1. Referral form for learning mentor
2. Referral to Senior Leadership Team (SLT)
3. Pastoral Support Plan (PSP) involving parents and professionals

### **Alternatives to exclusion**

1. Use of internal seclusion at break and lunchtimes
2. Use of internal seclusion during class time/ ready to learn areas
3. Use of PCSA Return to Learn

### **Consistency in practice**

- **Consistent language;** consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Ensuring 'certainty' at the classroom, outside of the classroom and at senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent respect** from the adults
- **Consistent forgiven:** Restorative work allows children to make amends and think about consequences of their behaviour and when needed to alter behaviour. Our steps approach allows children to wipe the slate clean and 'turn their behaviour around'
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- **Consistently reinforced routines for behaviour :** In classrooms, around both sites
- **Consistent environment:** Consistent visual messages and echoes of core church values, positive images of learners and learning.
- **Consistent cultures of excellent behaviour management:** Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

### **All staff**

1. Meet and greet children around the school.
2. Use 'Ready, Respectful, Safe' vocabulary
3. Model positive behaviours and build relationships.
4. Plan lessons and activities that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps.
7. Follow up every time and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are making the wrong choices.

### **Learning mentors**

Learning mentors are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

**Learning mentors will:**

1. Meet and greet learners at the beginning of the day
2. Be a visible presence in the school to encourage appropriate conduct
3. Support staff in returning learners to learning by facilitating reparation meetings and supporting staff in conversations
4. Regularly celebrate staff and learners whose efforts go above and beyond expectations
5. Encourage use of positive conversations.

**Senior leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

**Senior leaders will:**

1. Meet and greet learners throughout the day
2. Be a visible presence around each campus throughout the day
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support learning mentors and staff in managing learners with more complex or entrenched negative behaviours
6. Use behaviour data to target and assess school wide behaviour policy and practice
7. Regularly review provision for learners who fall beyond the range of written policies
8. Take time to welcome learners and their families at the start of the day and say goodbye

**Recognition and rewards for effort**

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

*'It is not what you give but the way that you give it that counts.'*

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

**Whole School level**

1. Learning champion during weekly celebration worship (Weekly)
2. Little Heroes nominations and rewards (Termly)
3. Hot Chocolate Friday (Weekly)

**Classroom level**

1. Positive praise and acknowledgement
2. Recognition boards
3. Sharing successes with other adults

**Classroom**

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder is all that is needed. The stepped approach is worked through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see. All learners are given 'take up time' in between steps.

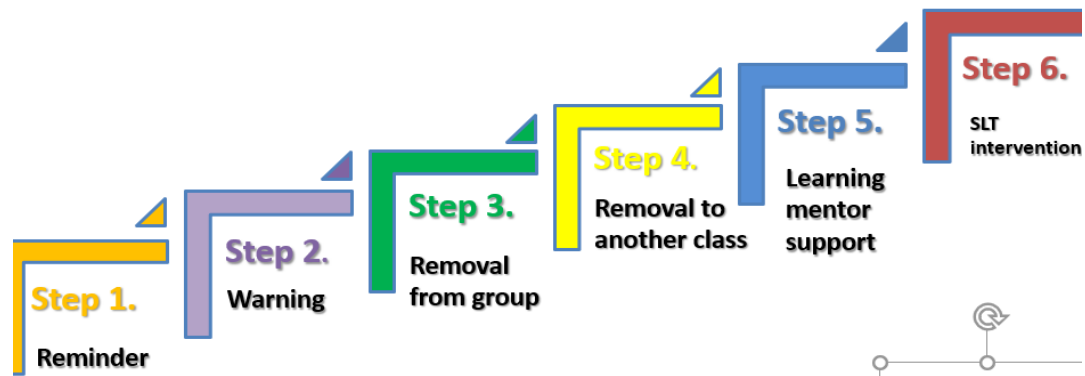
**School support**

## Stepped approach

### Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Class staff will support behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

## STEPS IN OUR BEHAVIOUR PLAN



### 1) The reminder

A reminder of the expectations delivered to the learner. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.

### 2) The warning

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

### 3) A time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous good conduct/attitude/learning.
- Learner is given a final opportunity to re-engage with the learning / follow instructions
- If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

### 4/5) Internal referral (Behaviour chart if necessary)

At this point the learner may be referred internally to another class for the set period of the lesson. All internal referrals must be recorded on CPOMS and the learning missed must be completed.

### Restore

Restorative conversations at St Anne's Church Academy are a core part of repairing trust between staff and learners. Our restorative conversations are structured in 5 steps:

1. What's happened?
2. What were you thinking at the time?

3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

The conversation should finish with reaffirming commitment to building a trusting relationship. Class staff will take responsibility for leading restorative conversations and learning mentors will support if requested. Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At St Anne's we make sure that this is done discreetly.

### **5) Partnership stage (/Individual behaviour plan/PSP)**

The partnership stage will be implemented where there is a major cause for concern. If a child requires an individual behaviour plan they must also be placed on the special educational needs register for their behaviour. The learner will be given time with the learning mentor and SENCo who will:

- Offer support and where necessary facilitate the reparation meeting between a family member, the member of staff and learner.
  - Develop an appropriate action plan with the learner
  - Monitor, review and mentor using the action plan
  - Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves
  - If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Head teacher or Deputy head teacher
- All of these matters will be confirmed in writing and recorded on CPOMS.  
The Learner remains the responsibility of the class teacher

**6)** Clear breaches of the school rules will lead to a meeting with SLT. On this occasion parents/carers will be informed and an internal seclusion for a fixed period of time at break and lunch will be agreed. If the behaviour escalates this may progress to an internal seclusion during class time or a referral to the Return to Learn areas within the school.

If necessary a fixed term exclusion will be issued. Parents will be informed of the reasons for the exclusion and will be advised as to the length of the exclusion. After a fixed term exclusion, a restoration conversation will take place with the learner and parents/ carers. There may be a staggered return to school or a support plan established to ensure a successful return to school. Sometimes if behaviour continues to escalate a permanent exclusion may be unavoidable.

If the behaviour expectations are not followed out on the playground, adults must follow the stepped sanctions above, adapting steps 3-5:

Step 3 – stand by another staff member

Step 4 – sit on the bench/ removal from play for a short period of time

Step 5 – go inside to a member of SLT/ Learning mentor

It is important that once an incident is dealt with, the child has the opportunity to move on. They should not be spoken to about the same incident by other adults and we should never tell someone else about the poor behaviour choice/incident in front of the child.

It is important that adults seek support from colleagues if they need it – but their responsibility to the child remains the same. The best way to disempower an individual is to pass over responsibility to a 'higher power'.

At St Anne's, we use CPOMS to record our concerns and actions. This system is for the transfer of information, not for the transfer of responsibility. It is to make a record and undertake analysis over time. Incidents should be professionally and objectively written, detailing the facts and not our own emotions/opinions.

At St Anne's Church Academy, we offer:

- Thrive
- 1:1 support
- Small group support
- Calm club
- Forest school
- SEND support
- Learning mentor support
- Referral to outside agencies

### **Monitoring and Evaluation**

The school will undertake regular audits of behaviour to link in with the regular review of the policy. This will allow the school to measure the effectiveness of the policy and the strategies being used.