



Positive Behaviour & Relationships Policy

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1. Behaviour Principles

- 1.1. Astrea Academy Trust is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe in high aspirations, high motivation and high achievement for all. Through our curriculum and community life, we seek to meet the needs of the whole person. We will build a community of civic pride and social justice in which all members are equally valued.
- 1.2. Everyone is expected to maintain the highest standards of personal conduct and to accept responsibility for their conduct. Through encouraging positive behaviour patterns we can promote good relationships throughout the academy community built on trust and understanding. We will support all of our pupils in developing a high level of individual and social responsibility.
- 1.3. The behaviour policy rewards positive behaviour, allows pupils to modify their behaviour whilst setting clear boundaries so that pupils are able to develop and discover their interests and talents and supports their preparation for further education and the world of work.

2. Aims

- 2.1. To create a **culture** of exceptionally good behaviour: for **learning**, for **community** and for **life**.
- 2.2. To ensure that **all** learners are treated **fairly**, shown **respect** and to promote good **relationships**.
- 2.3. To help learners take control over their behaviour and be **responsible** for the consequences of it.
- 2.4. To **build** a **community** which **values kindness, care, respect, tolerance and empathy for others**.
- 2.5. Provide opportunities for all to experience true contribution in the community whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths
- 2.6. To ensure that **all** adults take **responsibility** for behaviour.
- 2.7. To use **“affective language”** and **restorative approaches** which encourages the child to **engage positively** and **understand the impact** of **their** behaviour.
- 2.8. To **promote community cohesion** through improved relationships.
- 2.9. To ensure that **excellent behaviour is a minimum expectation for all**.

3. Our objectives are to ensure that:

- 3.1. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- 3.2. All pupils, staff and visitors are free from any form of discrimination and that all members of the school community are shown respect and show respect for others
- 3.3. Staff and volunteers set an excellent example to pupils at all times, modelling a positive approach to behaviour by good example; to praise and reward good behaviour
- 3.4. The procedures for rewarding positive and responsible behaviour are used consistently by all staff.
- 3.5. That where behaviour does not meet expected standards, procedures are followed and sanctions are applied fairly and consistently
- 3.6. The behaviour policy is understood by pupils all stakeholders
- 3.7. Pupils are helped to take responsibility for their actions

- 3.8.** Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- 3.9.** The school is a safe and supportive environment for all
- 3.10.** The environment, curriculum, and other factors within the Academy's control are monitored to ensure the promotion of good behaviour

4. Legal & Statutory Duties

- 4.1.** This Policy takes its legal framework from the following legislation and statutory guidance:
 - Keeping Children Safe in Education 2023.
 - Equality Act 2010.
 - Special educational needs and disability (SEND) code of practice.
 - Suspension and permanent exclusion guidance 2023
 - Behaviour and Discipline in Schools (2016).
 - Use of Reasonable Force, advice for all school leaders, staff and governing bodies (2013).
 - Searching, screening and confiscation at school
 - Supporting pupils with medical conditions at school
 - The Teachers Standards 2012
- 4.2.** In addition, this policy is based on:
 - Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
 - DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
 - United Nations Convention on the rights of the child – Article 28 "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"

This policy complies with our funding agreement and articles of association

5. Roles and Responsibilities

Academy Leadership

- 5.1.** The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- 5.2.** The Principal will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- 5.3.** To establish and communicate clearly measures to ensure positive behaviours, respect and discipline.
- 5.4.** To ensure that the behaviour policy does not discriminate against any pupils on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relationships between different communities.
- 5.5.** To ensure staff, working within the academy are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies to understand roles and responsibilities.

- 5.6. To make alternative provision from day 6 for fixed period excluded pupils, and to arrange reintegration interviews for parents and pupils at the end of a fixed period exclusion.
- 5.7. To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.

6. All adults

Staff are responsible for:

- 6.1. Implementing the behaviour policy consistently
- 6.2. To support, praise and as appropriate reward pupils' positive behaviour
- 6.3. To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
- 6.4. To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.
- 6.5. Modelling positive behaviour and expectations
- 6.6. Providing a personalised approach to the specific behavioural needs of particular pupils
- 6.7. Recording behaviour incidents
- 6.8. To keep parents informed of their child's behaviour – positive as well as negative, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- 6.9. To work with other agencies to promote community cohesion and safety

All staff will consistently:

- 6.10. Follow and model Astrea Learning Behaviours and Expectations
- 6.11. Follow the rewards and consequences as outlined in the policy
- 6.12. Meet and greet children at the door.
- 6.13. Refer to Ready, Respectful and Safe as our overarching academy rules. (Appendix 1- example)
- 6.14. Plan lessons that engage, challenge and meet the needs of all children.
- 6.15. Use a visible recognition mechanism throughout every lesson – 'Above and Beyond'
- 6.16. Regularly celebrate students whose efforts go above and beyond expectations
- 6.17. Encourage use of positive praise, phone calls, certificates and stickers, refer to SLT
- 6.18. Be calm and give 'reflection time' when going through the steps for negative behaviour, using de-escalation techniques, prevent before sanctions.
- 6.19. Follow a restorative approach every time; retain ownership and engage in reflective dialogue with learners.
- 6.20. Never ignore or walk past inappropriate behaviour.
- 6.21. Praise in Public, Reflect in Private.
- 6.23. Positively engage with professional development, research and evaluation.

7. Parents

Parents are expected to:

- 7.1. To respect the school's behaviour policy and the disciplinary authority of school staff.
- 7.2. To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.

- 7.3. To send their child to school each day punctually, in correct uniform, fed, rested, and equipped ready to learn.
- 7.4. To ensure school staff are aware of any SEN-related or other personal factors which may affect their child's behaviour within school.
- 7.5. To work with the school to support their child's positive behaviour.
- 7.6. To model expected and positive behaviours when on academy site.
- 7.7. To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.
- 7.8. If their child is excluded from the school, to collect the child by a parent and to ensure the child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview with the school at the end of a fixed period exclusion.
- 7.9. To be contactable and to ensure that the academy holds the correct contact information.
- 7.10. To sign and adhere to the terms set out in the Home School Agreement (Appendix 1)

8. Pupils

Pupils are expected to:

- 8.1. To follow school rules and instructions of school staff.
- 8.2. To act as positive ambassadors for the school when off school premises.
- 8.3. Not to bring inappropriate or unlawful items to school.
- 8.4. To show respect to school staff, fellow pupils, school property and the school environment.
- 8.5. Never to denigrate, harm or bully other pupils or staff.
- 8.6. Reflect and engage with restorative practices, accepting responsibility of actions and subsequent consequences.

9. Systems – Rules and Routines

Ready, Respectful and Safe within school are our overarching principles and our school rules link to these.

Be Ready	Be Respectful	Be Safe
•• We arrive at school on time, every time. •• We get to lessons on time. •• We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. •• We make sure we have the right equipment for the day. •• We take part fully in lessons and show resilience.	•• We always listen when an adult is talking. •• We always listen to pupils in our class giving ideas and feedback. •• We are polite and show good manners to everyone. •• We respect difference and know we are all equal. •• We look after our equipment and share it. •• We look after our environment and never drop litter. •• We respect the law and the rules of school and society.	•• We follow instructions -first time, everytime. •• We do not tolerate bullying of any kind. •• We walk sensibly around our school. •• We line up sensibly. •• We know who to go to for help and support. •• We stay safe online and outside school. •• We use equipment safely.

- 9.1. Children will be supported to achieve the behaviour standards set in school. This will include a clear induction process that familiarises them with the school behaviour culture at the beginning of each year/term and for those children who join throughout the year. Through assemblies and behaviour curriculum, children will clearly understand the behaviour policy, standards, expectations, rewards and consequence process.
- 9.2. Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand expectations of them. The Astrea learning behaviour and expectations set out clear parameters for behaviour for learning, standards and routines so that we have a shared and consistent language of expectations across school.

10. Recognition and Rewards

- 10.1. The rewards that most humans value above others are pride, being part of a community, having responsibility, being valued, feeling successful. Therefore, it is important that children develop an intrinsic reward system as this provides them with the motivation to continue making good choices throughout their lives.
- 10.2. Children are rewarded in a way that is meaningful to them, considering their age and needs. Adults understand that the use of praise in developing a positive atmosphere in the school cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward.
- 10.3. Examples of additional rewards are:
- Dojo points
 - Opportunity to share positive news with another adult who is key for the child.
 - Share good news with parents at the end of the day, either in person or via telephone.
 - Weekly celebration assembly – link to trust values

Class Charters

- 10.4. Each class will have a clearly defined class charter on display. The wording may vary from class to class, though the principles remain the same.
- 10.5. Class Charters are underpinned by the United Nations Convention on the rights of the child. (See appendix 2)
- 10.6. Class Charters make explicit behaviours that are expected of children in classrooms.
- 10.7. Class Charters are to be negotiated, written and signed by the children at the beginning of the school year.
- 10.8. Class Charters should be positively phrased and reflect behaviours which encompass our values.

Lunchtime Rewards

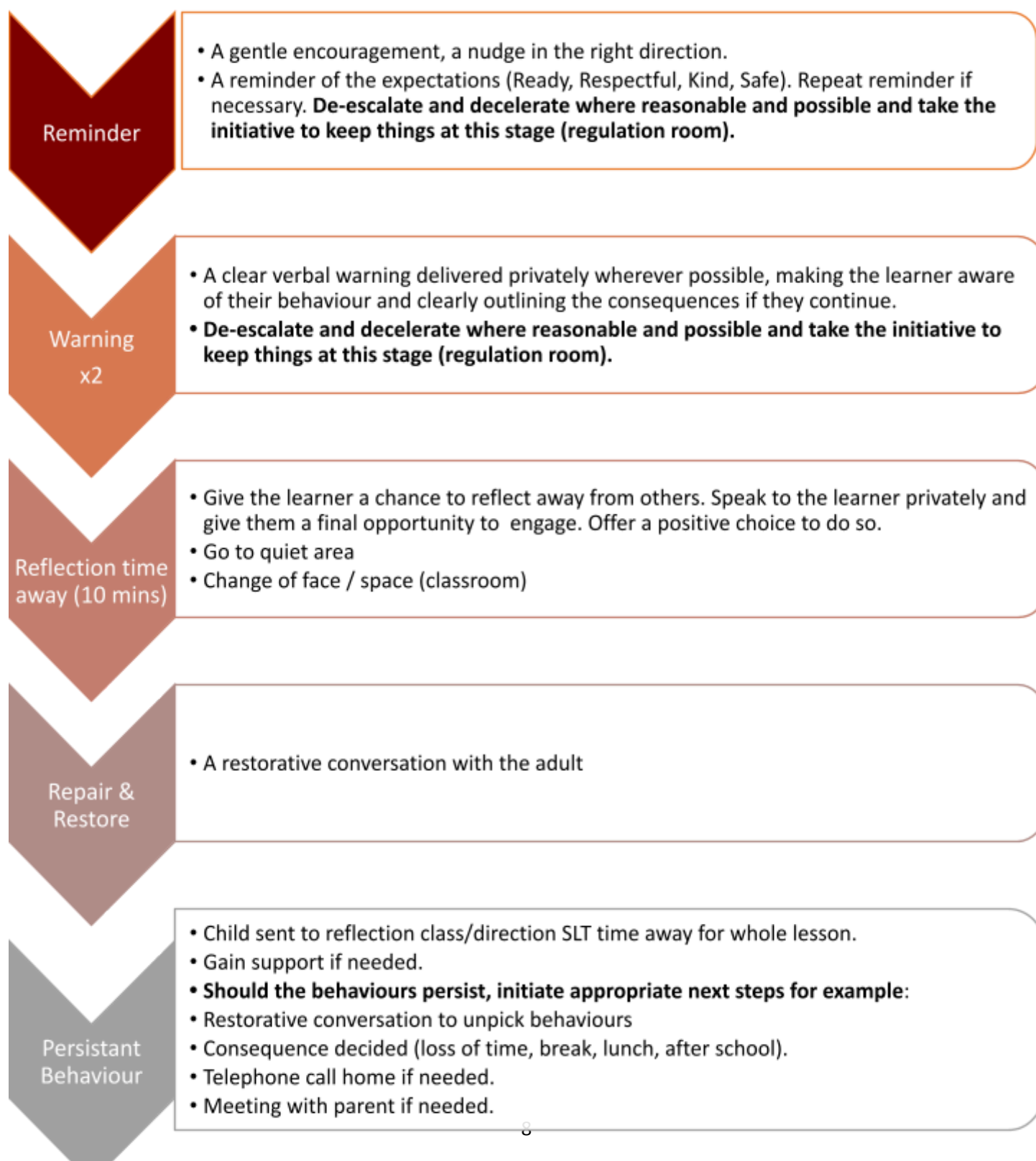
- 10.9. It is important that behaviour expectations are reinforced at lunchtime. There are several activities available to the children which help to promote positive behaviour.
- 10.10. The expectation for positive lunch time behaviour is also reinforced through rewards such as:
- specific verbal praise
 - Dojo points; stickers
 - mentions to teaching staff and senior leaders.

Pupil Leadership roles

- 10.11 We aim to foster positive relationships through developing our pupils as leaders, such as through membership on school councils/ learning councils and roles such as reading mentors/ assembly mentors.

11. Sanctions

11.1.



- 11.2. Children are held responsible for their behaviour. Staff will address behaviour (where possible without delegating) and will use the steps below for dealing with poor choices. (Appendix 4 & 5)
- 11.3. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- 11.4. Not apply to a whole group for the activities of individuals.
- 11.5. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- 11.6. Sanctions need to be in proportion to the offence It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.
- 11.7. School will not assume that because a child has SEN or a disability that this must have affected their behaviour on a particular occasion or assume that a pupil's SEND automatically requires behaviour support to be put in place. We will consider whether a child's SEN or disability has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the child. To do this school will consider whether the child understood the rule or instruction and whether the child was unable to act differently as a result of the SEN.
- 11.8. The school may use one or more of the following sanctions in response to unacceptable behaviour:
 - A verbal reprimand
 - Calming time
 - Expecting work to be completed at home, or at break or lunchtime
 - Loss of break or lunchtime
 - Referring the pupil to a senior member of staff
 - Time directed with SLT
 - Phone calls home to parents
 - Formal meeting with parents, with agreed targets
- 11.9. It is essential that any follow up is carried out before the end of the day as it gives children the opportunity to start a fresh the following day.
****Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.***

Supporting pupils following a sanction

- 11.10. Following a sanction, strategies will be considered to help the pupil to understand how to improve their behaviour. These might include:
 - A restorative conversation with the pupil
 - A phone call with the parents/cares/Virtual school for looked after pupils
 - Inquiries into the pupil's conduct with staff involved in teaching, support or supervising the pupil
 - Inquiries if appropriate into the circumstances outside of school, including at home, conducted by the DSL
 - Consider whether the support for behaviour management being provided remains appropriate or needs amending
- 11.11. Re-integration following a suspension needs to be recorded using documentation outlined in the Astrea Exclusion Policy. This meeting will take place prior to the pupil returning to school. It may involve parents, pupils and if relevant, other agencies looking clearly at what support and strategies can be used to help the pupil return to mainstream education and meet the expected standards of behaviour.

12. Behaviour Tracking and Analysis

- 12.1. Behaviour incidents are logged using the specific categories within Bromcom and where appropriate further information is recorded in CPOMs. Principals and Behaviour leads regularly analyse behaviour data to identify patterns, trends and areas for future development. Key children and trends of behaviour will be reviewed regularly during weekly BASI (Behaviour, Attendance, Safeguarding and Inclusion) meetings

13. Initial Interventions

- 13.1. Pupils are identified for interventions through analysing behaviour logs on Bromcom and regular staff communication such as BASI meetings.
- 13.2. Interventions are used to support pupils manage their behaviour and to reduce the likelihood of suspensions or permanent exclusion. Some pupils may need more support than others and this may be delivered either in small groups or 1:1. Often this focused support is delivered outside the classroom.
- 13.3. All interventions will be initiated in conjunction with parents and form the basis of a personal behaviour plan.

14. Behaviour Support for Learners with SEND

- 14.1. We recognise our legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.
- 14.2. The school's special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.
- 14.3. Where a child has an Education, Health and Care plan school will work with the LA and other bodies as part of the APDR process. Strategies will be incorporated into plans to support the child to access learning, such as short, planned movement breaks, use of fidget toys, wobble cushions, standing desks etc.

15. Pupil Transition

- 15.1. To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- 15.2. To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year.
- 15.3. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.
- 15.4. For new children starting school mid-year where possible they will be invited to visit prior to starting where they will receive behaviour expectations and home/school agreement contracts.

16. Working with Parents / Carers

- 16.1. Parents play a big part in ensuring that their children are responsible for their own behaviour in school.
- 16.2. We work collaboratively with parents/carers, so pupils receive consistent messages about how to behave at home and at school as outlined in our home school agreement.

17. Bullying

- 17.1. We will ensure that all children feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.
- 17.2. Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and children. The school practises a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to children what is expected of them in terms of respecting their peers, members of the public, and staff. Please refer to Anti-bullying strategy

18. Child-on-child sexual violence and sexual harassment

- 18.1 We have a clear culture that sexual violence and sexual harassment are never acceptable and will not be tolerated. Following any report of child-on-child sexual violence or sexual harassment online or offline, school will follow the steps set out in the Trust Safeguarding policy.

19. Online behaviour

- 19.1 The way in which children relate to one another online can have a significant impact on the environment at school and leave a child feeling like it is an unsafe place. Inappropriate online behaviour including bullying, the use of inappropriate language, sharing of inappropriate images and videos and sexual harassment will be addressed in-line with off-line behaviour as outlined in the Trust's Safeguarding, Online and Anti-bullying policies.
- 19.1 In cases where the Principal/Safeguarding Lead suspect criminal behaviour, the school will gather information to establish the facts of the case and then make appropriate referrals to Police and Social Care as appropriate.

20. Positive handling & use of reasonable force

- 20.1. All members of staff are regularly updated regarding government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care.
- 20.2. 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. Three key terms to consider when using reasonable force: is it reasonable, proportionate and necessary?
- 20.3. 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.
- 20.4. Parent/carers will always be informed following an incident where reasonable force has been used.

- 20.5 All incidents where positive handling has been used will be recorded on the same day in the Bound and Numbered book by the member of staff involved in incident.
- 20.6 Following an incident staff will ensure that positive handling plans/risk assessments are initiated/reviewed.

21. Suspension and permanent exclusion guidance

- 21.1. We do not wish to suspend any pupil from school but sometimes this may be necessary. We adopt Government guidance for the list of reasons for suspensions. We refer to this guidance in any decision to suspend a pupil from school, suspension is always a last resort.
- 21.2. Only the Principal (or the person acting in his /her absence) have the power to suspend a pupil from school. Further references to the Principal will include anybody acting in his or her place. For the avoidance of doubt, this is understood to mean where another colleague is 'acting up' due to the complete unavailability of the Principal, not in circumstances where the Principal is merely off-site.
- 21.3 Before taking the decision to permanently exclude a pupil, the Principal will have evidence of a range of strategies that have been implemented and reviewed through the PEAP process. Please refer to the Astrea Exclusions Policy for further information.

22. Behaviour beyond the academy gate

- 22.1. Subject to the school's behaviour policy, a member of staff may discipline a pupil for inappropriate behaviour when the child is taking part in any school-organised, school-related activity, travelling to or from school or in some other way identifiable as a pupil at the school.

23. Searching and Confiscation

- 23.1. Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Refer to DfE Guidance.
- 24.2. Principals and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have a reasonable ground for suspecting that the child may have a prohibited item. The list of prohibited items are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images or any article a staff member reasonable suspects has been, or is likely to be used to commit an offence, or to cause personal injury to or damage to the property of any person (including the pupil).

24. Malicious Allegations

- 24.1. Pupils that are found to have made malicious allegations are likely to have breached the school's behaviour policy. The school should / will therefore consider whether to apply an appropriate sanction, which could include Fixed Term or permanent exclusion. Refer also to Astrea Safeguarding Policy

25. Staff Training

- 25.1. The Trust learning and professional development offer includes bespoke training and development in all areas of positive relationships and behaviour.
- 25.2 Where identified, training will be offered to support staffs' understanding of special educational needs, disabilities, or mental health difficulties and how these can affect a pupil's behaviour.

- 25.2. As an active partner with the Education Development Trust, on-going support and training is provided to all early career teachers, as part of the Early Career Framework and offered to all colleagues whenever a refresher is requested or recommended.
- 25.3. Key members of staff are trained according to Team Teach principles. This is part of the Astrea training offer.
- 25.4. Termly Behaviour Network meetings are held, to support the on-going development of policy and practice.

26. Monitoring and Review

- 26.1 The effectiveness of the policy will be monitored through data analysis, exclusion attendance data, behaviour logs and records of incidents. The policy will be reviewed annually.
- 26.2 This policy is linked to the following policies:
- Exclusion policy
 - Safeguarding policy
 - Anti-bullying policy
 - SEND & Inclusion policies
 - Positive Handling

Appendix 1: Behaviour Curriculum:

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
- Know that you should always say 'please' when you are asking for something. - Know that you should always say 'thank you' when you receive something or someone does something nice for you. - Know that you should let any waiting adults through a doorway before walking through yourself. - Know that you should say 'Good morning/afternoon' to adults if spoken to. - Know that it is polite to give eye contact to the person you are talking to. - Know that it is important to show gratitude to others by thanking people for what they have done for you - Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.	- Know that we wear full uniform and it is worn correctly - shirts tucked in etc. - Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately - Know that we can wear a watch and no other jewellery - Know to bring correct PE kit as appropriate	- Know that we enter/exit in silence and we walk into/out of the hall - Ensure uniform is worn correctly - Know the sitting space and in which order - Know the expectations for sitting - Know that we face the assembly leader and face forwards with eyes on the speaker - Know that we use silent hands-up to contribute - Know that we use manners when speaking - Know that we participate actively – singing etc.	- Know that we walk around school purposefully - Know that we line up in our agreed line order - Know that we are polite and courteous to adults / other pupils with a greeting - Know that we open doors for others - Know that we pick up litter, coats and resources if on the floor or untidy - Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) - Know that we follow corridor rules (walking)	- Know that we line up – one behind the other, quietly. - Know that when eating, we stay in our seats facing our food - Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) - Know that we chew with our mouths closed - Know that we say please and thank you - Know that we put our hand up for adult attention - Know that we walk in the dining room - Know that if we have eaten a school dinner, we collect own rubbish and put in bin - Know that if we have eaten a packed lunch, we take wrappers home. - Know that we clear away our table space, cutlery, plate, cup and leave tidy.
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
- Know that you must try to attend school every day. - Know that you must try to arrive at school on time every day. - Know that attending school on time every day is important so that you don't miss important learning	- Know how to follow the stopping strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, With no noise. - Ensure 6 feet on the floor, Tummy Near Table (TNT), Bottoms in the Back of their Chair (BBC) - Know that we keep our workspaces /resources tidy (before/during/after work) - Know to be punctual - Know how to be ready for the lesson e.g., had a drink, toilet break etc. - Know that we walk to the line sensibly - Know that we line up in the order displayed in the classroom - Know that we place chair under the table when leaving seat - Know that we walk in a quiet, calm manner around the classroom - Know that we treat equipment appropriately and with respect	- Know that we walk to the line sensibly - know that we line up in the order displayed in the classroom - Know that we place chair under the table when leaving seat - Know that we walk in a quiet, calm manner	- Know that we are respectful of the learning environment - Know to take care of displays when lining up - Know to place all litter in a dustbin, do not walk past - Know to walk around school in a quiet, sensible manner - Know that we pick up coats and place back on pegs / report to the class teacher	We know how to set out our work in our books: - Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books along with Roman numerals in Upper KS2 to reinforce Date underlined with ruler and sharpened pencil - Learning objective – miss a line after date Error correction – use of purple pen - Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil Maths books – one digit one square question number followed by dot and then one square work on left hand side so right side can be used for marking and teacher modelling or further questions - Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils. We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc
Playtime Behaviour		Lining Up	Behaviour outside of school	
- Know that you must walk from your classroom to the playground. - Know that you must play safely without hurting anyone. - Know that we do not 'play fight' because we may hurt someone by accident. - Know that you must be kind, by including people in your games and sharing equipment. - Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. - Know that, when called, you must line up in your lining up order quickly		- Know that we place our arms by our side - Know that we face forward - Know that we stand with straight backs / good posture - Know that we line up in silent - Know that we walk in single file - Know that we	- Know that when we are wearing your school uniform, we are representing the school community and must always behave responsibly and respectfully. - Know that we should be considerate of other people arriving and leaving school. - Know that being considerate means thinking about other people's needs, wishes and feelings. - Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. - We know how to stay safe online and use technology sensibly and safely. - We know who to go to for help and support	





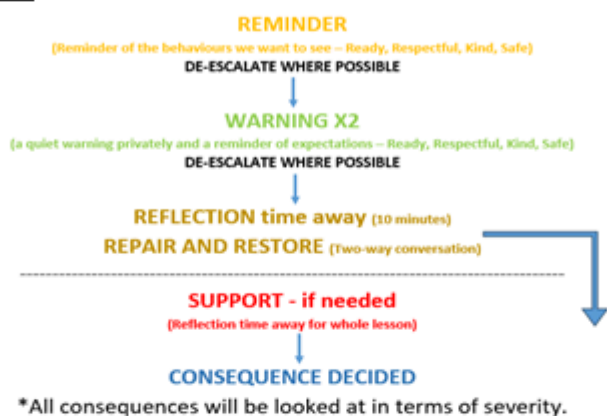
Edenthorpe Hall PRIMARY SCHOOL

Consequences



EDENTHORPE HALL
ACADEMY
Astrea Academy Trust

Consequences:



Bromcom points system—Children start from 0 each term.

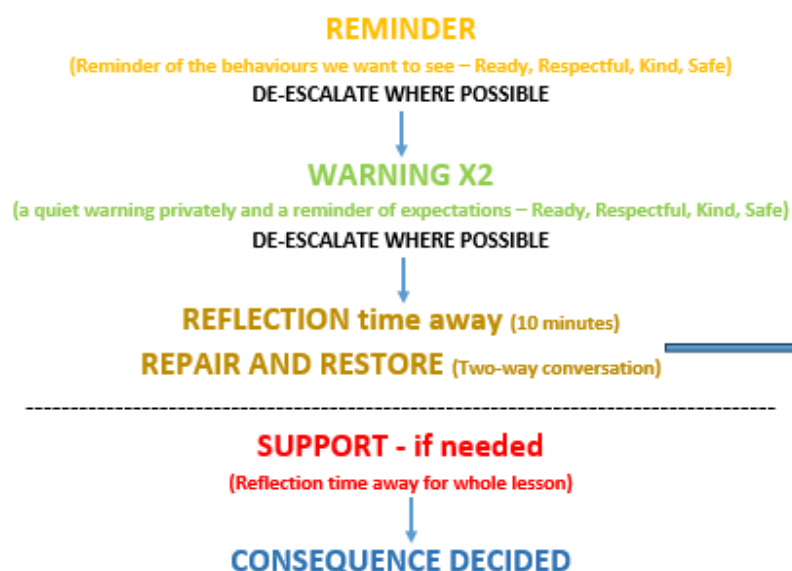
Bromcom points	What needs to happen?	Who?
5	Discussion with child	Class Teacher
10	Phone call home to explain concerns with amounting points.	Class Teacher
15	Face to face meeting with parents/carer.	Class Teacher
20	Face-face meeting with parents to discuss behaviour support strategies. Put on an effort card (6 weeks) Feedback about weekly progress to parents. (Via email, face-face on pick up or phone call.)	Class Teacher and Mrs Sykes
25	Face-face meeting with Principal	Mr Orr

Who inputs the incident and where?

Behaviour	Who?	Where?
Classroom	Teacher	Bromcom (CPOMS if CP matter)
Playtime	Teacher	Bromcom (CPOMS if CP matter)
Lunchtime	Teacher	Bromcom (CPOMS if CP matter)
Serious/racial Incident	SLT	Bromcom/CPOMS

School consequence consistencies

REMEMBER use the flowchart in order:



*All consequences will be looked at in terms of severity.

Action	Consequence
Persistently disruptive	Loss of time 5 minute intervals *
Defiance	Loss of time 15 minute intervals *
Refusing to follow instructions	Loss of time 15 minute intervals *
Leaving the classroom	Loss of time 15 minute intervals *
Damage to property	Depending on severity – loss of time
Throwing equipment	Depending on severity – loss of time
Verbal abuse pupil (arguing, swearing)	Lunchtime reflection - ALL
Verbal abuse adult	Lunchtime reflection - ALL
Physical assault against a pupil (fighting)	Break & Lunchtime reflection – ALL
Physical assault against an adult	Internal reflection/suspension/After school
Homophobic language used	Internal suspension – period to be decided by SLT
Racial language used	

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child)
Every child must be treated as having all the rights in the Convention.

ARTICLE 2 (non-discrimination)
The Convention applies to every child, without discrimination, whether their ethnicity, gender, religion, language, abilities, or any other status, whatever their colour or sex, whatever their family background.

ARTICLE 3 (best interests of the child)
The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)
Governments must do all they can to make sure every child can enjoy their rights by making systems and passing laws that promise and protect children's rights.

ARTICLE 5 (parental guidance and a child's evolving capacities)
Governments must respect the rights and responsibilities of parents and others to provide guidance and a reaction to their children, as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development)
Every child has the right to life. Governments must do all they can to ensure that children survive and develop to the full potential.

ARTICLE 7 (birth registration, name, nationality, name)
Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be named for by their parents.

ARTICLE 8 (protection and preservation of identity)
Every child has the right to security. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents)
Children must not be separated from their parents against their will, unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification)
Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country, if a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)
Governments must do everything they can to stop children being taken out of their own country, illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child)
Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This must, for example, be done during involvement procedures, listening dialogues, or the child's day-to-day home life.

ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and feelings and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought, belief and religion)
Every child has the right to think and believe what they choose and to also practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their children as they grow up.

ARTICLE 15 (freedom of association)
Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy)
Every child has the right to privacy. The law should protect the child's privacy, family and home life, including protecting children from unlawful attacks that harm their reputation.

ARTICLE 17 (access to information from the media)
Every child has the right to accessible information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

ARTICLE 18 (parental responsibilities and state assistance)
Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to do so for their children.

ARTICLE 19 (protection from violence, abuse and neglect)
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family)
If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with a substitute care that is in their own interests, for their culture, language and religion.

ARTICLE 21 (adoption)
Governments must oversee the process of adoption to make sure it is safe. And that it protects children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability)
A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence, and to play an active part in the community. Governments must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services)
Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being to all children. Any healthy, richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care)
If a child has been taken away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for, and their wider circumstances.

ARTICLE 26 (social security)
Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living)
Every child has the right to a standard of living that is good enough to meet their needs and social needs and support their development. Governments must help families who cannot afford to provide this.

ARTICLE 28 (right to education)
Every child has the right to an education. Primary education must be free and of good quality. Government schools must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 29 (goals of education)
Education must develop every child's personal, social and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority or indigenous groups)
Every child has the right to learn and develop in their own language and culture, and to belong to their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)
Every child has the right to play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)
Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation)
Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different country or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation)
Governments must protect children from all other forms of exploitation, for example the exploitation of children for cultural activities, or recruitment for medical research.

ARTICLE 37 (inhumane treatment and detention)
Children must not be tortured, sentenced to the death penalty or suffer in any way, or degraded, mistreated or punished. Children should not be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts)
Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect, and care for children affected by war and armed conflict.

ARTICLE 39 (recovery from trauma and reintegration)
Children who have experienced neglect, abuse, exploitation, or children who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)
A child accused of guilt or breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)
If a country has laws and standards that go further than the present Convention, then the country must keep those laws.

ARTICLE 42 (knowledge of rights)
Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

ARTICLE 45
Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and further protect rights for children. They are optional because governments that ratify the Convention can say whether or not to sign up to these Optional Protocols. If you ratify the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaint mechanism for children (called Communications Procedures).

For more information go to unicef.org/uk/optional



Restorative Questions



1. WHAT?

- What happened?
- What were you thinking at the time?
- What were you feeling?



2. SO WHAT?

- Who has been affected by what you have done? (or the situation)
- How have they been affected?
- How do you feel now?



3. NOW WHAT?

- What do you think you need to do to make things right?
- What will that look like?
- What and who can help you?

