Armley Park
Primary School

Relational and Behaviour Policy

March 2023

(minor updates in September 2023 and in March 2024)

Owlcotes
Multi-Academy
Trust

Armley Park Relational and Behaviour Policy

1. Policy Statement

Armley Park Primary School 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.

The Governing Body and staff at Armley Park Primary school believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers.

Positive behaviour results from excellent relationships between adults and children and a well planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves.

Behaviour for learning is behaviour which encourages learning to take place.

Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Our Relationship and Behaviour Policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

2. At Armley Park we aim to:

- Foster excellent relationships between all members of our local community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models' kindness, good humour, tolerance and empathy for others.

3. Purpose of the policy

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

- recognise behavioural norms;

- positively reinforces behavioural norms;
- promote self-esteem and self-discipline;
- teach appropriate behaviour through positive interventions.

4. Fundamental principles

- all members of our school community have the right to:
- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

The fundamental principles which underpin our Relationship and Behaviour Policy are:

- unconditional positive regard for all pupils;
- a no shouting policy;
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

4.1 The main reasons for using a language of choice are:

- Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our three behaviour rules of **Ready**, **Respectful**, **Responsible**.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Using 'Take a Minute' and 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- Encouraging pupils to be proud of their school.
- Using 'Circle Time' activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.
- Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

5. Consistency of approach

In implementing this Relationship and Behaviour Policy, Armley Park Primary School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring "certainty" at the classroom and 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
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behaviour
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site and at the school reception
- Consistent environment code of conduct evident of our values

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority." Paul Dix

The aims of this policy will be met by everyone observing our three agreed rules which are:
1. Be **ready**
2. Be **respectful**
3. Be **responsible**

By displaying behaviours linked to following these three rules we will create a safe and positive learning environment which leads to a culture of excellence and success.

5.1 All staff every day will:

- Meet and greet children by name as they enter the classroom.
- Refer to Ready, Respectful, Responsible- the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners across the whole curriculum.
- Use a visible recognition mechanism throughout every lesson (countdown from 5 will be used across the school and a positive recognition board will be used in every classroom).
- Be calm and "give take up time" when going through the steps, prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record incidents on CPOMS.
- Never ignore or walk past learners who are making / displaying poor behaviour choices.

5.2 Senior Leaders :
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 our learners. Senior Leaders will:

- Be available and visible to meet and greet learners as they come into school and as they are leaving at the end of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Manage Pastoral Staff to enable them to support classroom staff appropriately
- Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of pink slips and positive phone calls.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies

5.4 Pupils will:

- Be **ready**
- Be **respectful**
- Be **responsible**

5.5 Parents / Carers will:

- Encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- Approach school staff appropriately if they have concerns about how their child's behaviour is managed in school and follow the Complaints Policy if they are not satisfied.

6. 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.

6.1 Classroom level

- Praise for choice
- On to class recognition board
- Pink slips issued for specific reasons
- Mention/Note/phone call to parents.

6.2 Whole School level

- Pinks Slips can be issued by any member of staff
- Positive notes sent home

7.0 Managing Daily Behaviour in the classroom - Positive Recognition Boards
"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix

7.1 Each class will recognise positive behaviour in a range of different ways including:
- giving House Points
- giving Pink Slips (which all relate to a school value)
- working towards whole class rewards such as an extra playtime

7.2 Practical steps in managing and modifying poor behaviour
Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see. Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given "take up time" in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

7.3 Peer on Peer Abuse
All staff are aware that children can abuse other children. This may happen both inside and outside of school premises, as well as online. Staff should engage with training and development opportunities that aim to help school staff identity indicators of peer on peer abuse and how to respond and report it appropriately. All staff must understand the importance of challenging inappropriate behaviour amongst peers. Downplaying certain behaviour, for example – dismissing certain behaviours as "banter" or "having a laugh" can

lead to a culture of unacceptable, unchallenged behaviours which is an unsafe environment for children. Peer on peer abuse is mostly likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based, and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilities, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilities, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permissions, with the intention of viewing their genital or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

8. Stages of behaviour

- If a child has an individual behaviour plan this should be followed.
- **If a child demonstrates violent, dangerous or verbally abusive behaviour, go straight to Step 5b.**

Stage 1- Redirection
Positive reinforcement of other children around them "X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include • a 'look' • a visual point to what you expect.

Stage 2-Reminder
A reminder of the expectations Ready, Respectful, Responsible delivered privately wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 3 -Warning (Amber traffic light)
If the behaviour persists: • 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 the choice to do the right thing.

- Learners will be reminded of their good previous conduct to prove that they can make good choices.
- Scripted approaches at this stage are encouraged (see appendix)
- If appropriate, make links with the zones of regulation.
- Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 4 - Consequence (Red traffic light)

If the behaviour still persists:

- The learner is asked to speak to the member of staff away from the others.
- Boundaries are reset – the child is informed they will miss part of their playtime.
- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.
- Learners are given a final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse the situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough). Time out zone to be set up in an allocated space within the classroom.
- Child will miss part of their play time – time allocation is age appropriate. Adults in the class will oversee this and ensure a short reflection conversation takes place.
- Class teacher to inform parents at the end of the day / send a template text.

Stage 5a Internal referral – Lunchtime duty with behaviour team

If the behaviour escalates the child is directed to take a time out. It is used as a final consequence if the less intrusive steps on the hierarchy above are unsuccessful. The duration of a time out is up to five minutes. The final two minutes of time out must be settled calm time, thus meaning the actual time spent in timeout may be longer than the initial time the child had been given. Time out is not work avoidance and if the child misses work because of time out this work must be completed during lunchtime. - If the child refuses to enter time out, the time can increase up to the age of the child, but not beyond nine minutes.

If the step above is unsuccessful and if a learner refuses to take a time out, then the child will be asked to leave the room and go to the ‘Green Room’ with the classroom support. If necessary the child may need to work outside their teaching area with the classroom support (the focus being on a reset and returning to class). If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to give time back/complete their work during part of lunchtime with the behaviour team. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

- Whenever a child is taken to the ‘Green Room’, staff are to log incidents on CPOMs – under behaviour category.
- Adult who dealt with the initial stages of behaviour will start the log.
- Class Teacher will need to log child onto lunchtime tracker.
- Class teacher to inform parents at the end of the day / send a template text.
- Lunchtime duty will take place in Year 6.

Stage 5b – Non negotiable behaviours

If a child displays a non negotiable behaviour they will automatically spend lunchtime with the behaviour team. No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Headteacher or the deputy in their absence. • Deliberately not following hygiene rules in place eg spitting, wiping their hands on another person • Sexist / racist / homophobic comment • Swearing • Physical aggression towards a peer • Verbal aggression or making threats towards a peer • Rudeness towards an adult • Deliberate damage to school property The member of staff who dealt with this incident is required to complete the Detention Tracker and log serious incident on CPOMs. After lunchtime duty has been completed, behaviour team will ensure someone in the office texts the family informing them of the incident. Lunchtime duty will take place in the Year 6
Stage 6 – Violent behaviours
The following non negotiable behaviour may result in a fixed term or permanent exclusion. • Physical aggression towards an adult • Repeated patterns of targeted aggressive behaviour towards an adult / child • Deliberate and destructive or dangerous behaviour

Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

8.1 Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, lunchtime staff will consistently 'catch children being good' and share this with them. Lunchtime staff are encouraged to hand out 'pink slips' to reinforce this message. Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty.

8.2 Reparation conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5. This conversation will normally take place during lunch time duty. Sometimes it may include other adults / children. Staff will have a script for the restorative conversation that they feel comfortable with. Behaviour team will choose the appropriate questions from below and address each together, recording responses.

1. What 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?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Responses should be saved to CPOMS.

8.3 Behaviour Report

If behaviour is consistently poor as shown by internal referrals, lunchtime duty logs or becomes a cause for concern, a formal meeting will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks. This will be known as the child being placed on 'Behaviour Report'. Parents will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

8.4 Exclusions:

For very serious offences, the head teacher will consider exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting. Exclusion is always a very last resort.

9. Getting the Basics Right – Ensuring visible consistency.

These simple consistencies are key to the success of the policy and need to be adhered to by all staff

At the start of the day	Children should be welcomed into school and into the classroom. This includes the SLT being visible outside and staff standing at their classroom door.
On arrival	Children walk calmly straight into the classroom. Put belongings away and start early morning activity.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes if not already outside and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and quietly in the corridors.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.

End of the day	Once the children have their belongings, they sit sensibly before being dismissed. Adults say goodbye to children. Visible presence by SLT.

10. The Power to discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance. If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

11. Searching pupils

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs, cigarettes, vapes, lighters/matches and stolen items. If a search is thought necessary this is always carried out by two members of staff when possible. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco products, vapes, cigarette papers and lighters/matches
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used, to commit an offence, cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff. Parents will be notified of the outcome of the search and will be invited to school to discuss the concerns.

12. Positive Handling and Reasonable Force

If a child is at risk of hurting themselves, other people or damaging equipment, Armley Park Primary School makes use of the DfE guidance 'Use of Reasonable Force in Schools (2013)' Any force used should always be the minimum needed to achieve the desired result using the principle of a physical restraint being <u>necessary</u>, <u>proportionate</u> and <u>reasonable</u>. Key staff at Armley Park Primary School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will

be reported to a member of the Senior Leadership Team, a log of incidents is kept on CPOMS and Physical Intervention form needs to be completed and the child will have the opportunity for a restorative conversation at an appropriate time following the incident to allow them to share their views. Parents will be informed of any incident where force or restraint has been used on their child.
If a child is requiring physical interventions regularly, a Personal Handling Plan and an Individual Pupil Risk Assessment will be completed.

13. Procedure in the event of a child running away from an adult
If children run out of class, or the building, and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones. If a child leaves the school site the police will be contacted for the safety and wellbeing of the pupil. (see Missing Child Policy)

14. Equality
The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy.
No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices:

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the local authority and the Multi-Academy Trust. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such eg. attending school trips but only if the behaviour is dangerous.

15. Expectations for managing behaviour of pupils with SEND:
For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond. All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IEP- Individual Education Plans. Teachers need to use Support Plans

to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils. If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their Support Plans which will be monitored by the SENCo. A children's triggers for negative behaviour need to be on their Support Plans so that everyone can be aware of these. Teachers who are preparing their classes to be covered by someone else must ensure Support Plans and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma. Behaviours that children with SEND that might exhibit to try and communicate with you:

- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focussing their attention on the adults- following and asking repeated questions this might be for more reassurance that they doing the right thing or that they are liked.
- calling out- this might be so they feel noticed and to also feel reassured

When there are concerns that a child's behaviour may need more specialist support, referrals will be made to outside agencies such as Speech and Language Therapy or SENIT.

16. Bullying

Bullying is defined as *the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.*

- Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	**Definition**
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: ❖ Racial ❖ Faith-based ❖ Gendered (sexist) ❖ Homophobic/biphobic ❖ Transphobic ❖ Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Hazing	Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group

17. Parent concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher to share their concerns – either via email or phone call.
- Arrange an appointment with the teacher.
- Arrange an appointment to see the Deputy Headteacher or Headteacher.
- If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

The Complaints Policy provides further information about the procedures to follow if a parent is not satisfied.

18. Accountability

It is the responsibility of the Head Teacher to:

- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue fixed-term and/or permanent exclusions to individual pupils.

19. Governors

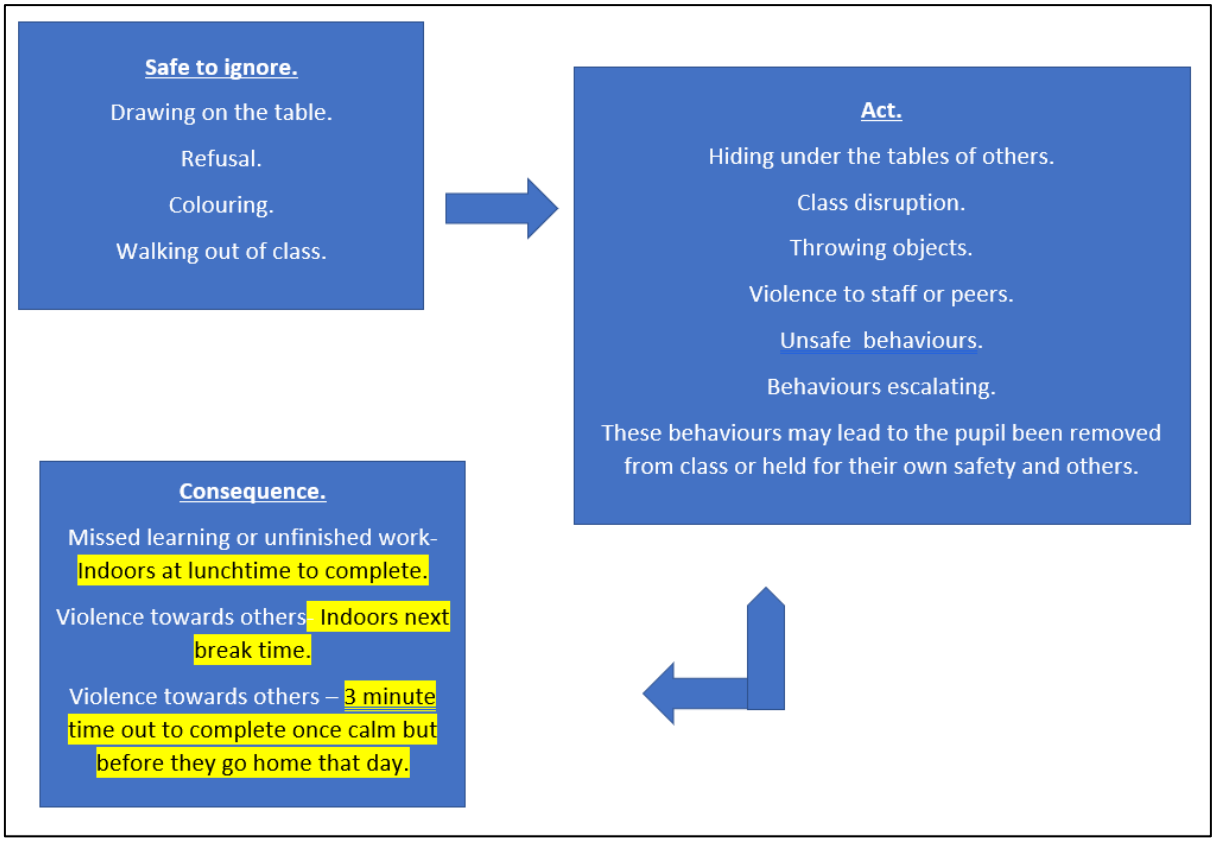
The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Head Teacher has day-to-day responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

20. Is the policy working?

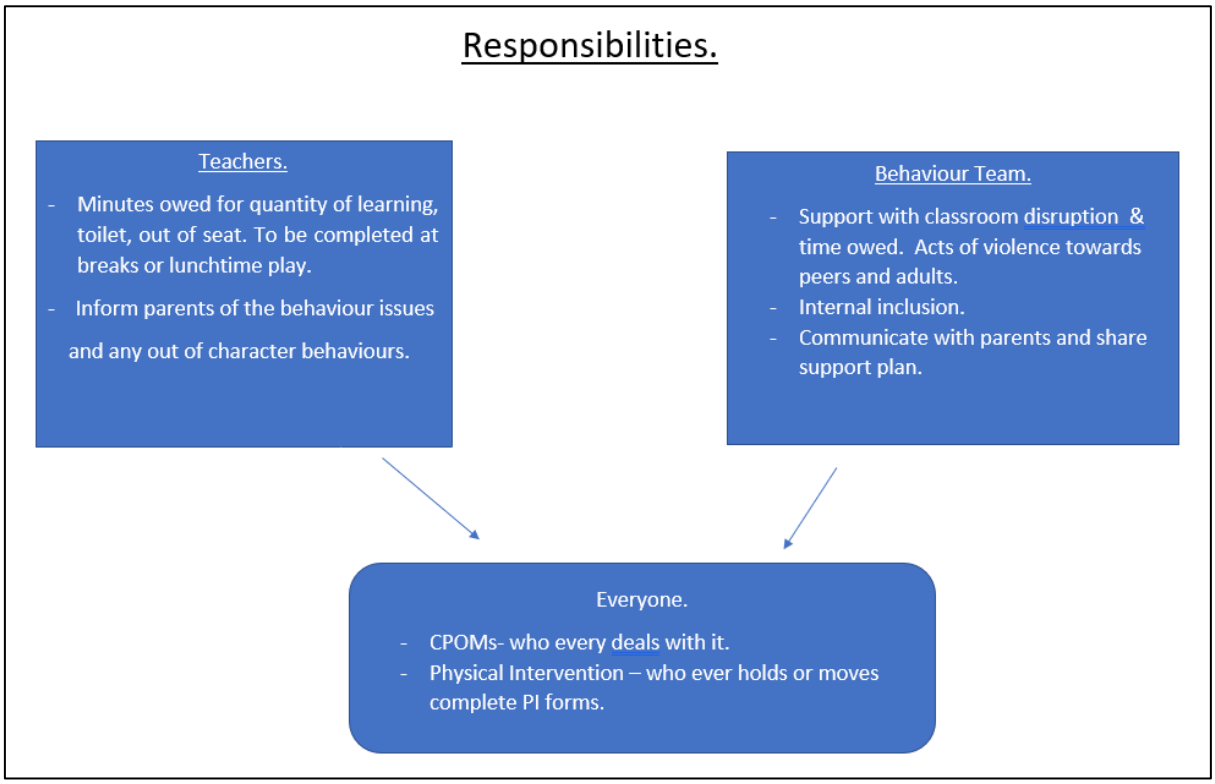
With all of the above reward systems we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use their school Values to make positive choices rather than just use them to reflect on behaviours after negative choices?

Appendix 1 - Ignore, Act and Consequence Flow Chart for Behaviour:



Appendix 2 – Responsibilities for Staff:



Appendix 3 General Reminders - Phrases and Scripts to use to provide consistency:

- I noticed you chose to…. (noticed behaviour).
- This is a reminder that we need to be (Ready, Respectful, Responsible)
- You now have the chance to make a better choice.
- Thank you for listening
- Warning: I noticed you chose to…… (noticed behaviour)
- This is the _____time I have spoken to you.
- If you choose to break the rules again you will move to the table at the back/outside. This will also mean you will miss some of your playtime.
- (learner's name), do you remember when_____ (model of previous good behaviour)? That is the behaviour I expect from you.
- Think carefully, I know that you can make good choices. Thank you for listening.
- I noticed you are still choosing to …….. (noticed behaviour) You need to go to sit at the table at the back/ to class X I will come and speak to you in three minutes.

If needed – request support of pastoral leader / SLT

Appendix 4 The Behaviour Principles:

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.

- Armley Park Primary School is an inclusive school. Bullying or harassment of any description is unacceptable. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies, reflecting the duties of the Equality Act 2010.

- The Governors believe children should be at the heart of the development of school rules and these should be regularly reviewed with the involvement of the School Council and in consultation with staff and parents.

- High standards of behaviour are expected. The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff.

- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.

- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils, consistently applied and regularly monitored to ensure effective impact.

- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account special educational needs and disability and the needs of vulnerable children. Support and assessment from external agencies should be available support as necessary for pupils who display continued disruptive behaviour.

- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.

- We expect pupils and parents to cooperate to maintain an orderly climate for learning.

- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.

- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.

- The Governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use of reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying the police) witnessed by a member of staff or reported to school when:
    - Taking part in school organised or related activity
    - Travelling to or from school
    - Wearing school uniform or in some other way identifiable as a pupil