



PHOENIX ST. PETER ACADEMY



BEHAVIOUR AND POSITIVE RELATIONSHIPS POLICY

The policy owner is:	Terri Freeman Deputy Head Inclusion
This policy was ratified by the Governing Panel on:	September 2021
This policy will be reviewed in:	September 2022
Policy Version:	VERSION 1.0 – September 2021

PURPOSE:

At Phoenix St. Peter Academy we have high standards and high expectations of all of our staff and children. We are proud of our school and we are proud to be part of it. At Phoenix St. Peter Academy our school values underpin underpins our positive behaviour and relationships policy.

Our policy applies to all children registered at Phoenix St Peter Academy and this policy is made available to all parents/carers of our children on our school website.

Our positive behaviour and relationships policy develops positive learning behaviours and conduct behaviours for all of children at Phoenix St. Peter Academy, we are an inclusive school.

Children have the right come to school to learn and to feel safe

Our positive behaviour and relationships policy ensures that all children are rewarded for their learning behaviours and positive conduct behaviours. At the same time there are clear systems and procedures in place to manage behaviour and create a secure environment where children feel safe and are able to achieve their potential.

Behaviour management systems and procedures detailed in this policy are followed by staff in order to fulfil our commitment and help children self-regulate and achieve success.

The staff at Phoenix St Peter Academy work together with parents and carers to foster positive behaviours and instil behavioural routines that will allow children to develop both academically and socially.

PHOENIX VALUES:

At Phoenix St. Peter Academy we want the children to have high expectations of themselves and others. We believe all children can achieve success by demonstrating:

- Aspiration
- Courage
- Creativity
- Kindness

PHOENIX VALUES THAT PROMOTE LEARNING BEHAVIOURS:

The 'Phoenix Values' are integral to our learning behaviours and ensure that our children possess the necessary skills to achieve and reach their full potential:

Aspirations:

- To have high aspirations to be even better!
- **To reflect and improve:** To respond positively to self-reflection and given feedback.

Courage:

- **To try new things:** To be open minded to change with a willingness to try new things.
- **To problem solve** - To show resilience, patience and determination when finding solutions to problems.

Creativity:

- **To be creative:** To use imagination to generate original ideas and generate creative responses.

Kindness:

- **To learn with others:** To respond positively to collaborative learning in order to help others learn, or learn from others.
- **To Share:** To demonstrate kindness and co-operation when sharing ideas, thoughts, feelings and opinions?

Children are rewarded for the demonstration of the Phoenix values and positive learning behaviours as part of school assemblies, through the reward of house achievement tokens and in-class reward systems; supported with different forms of home-school communication that records and celebrate success through Class Dojos.

CELEBRATIONS AND POSITIVE REINFORCEMENT:

At Phoenix St. Peter Academy, we are proud of our children and celebrate their achievements.

ClassDojo's:

We use a system called **ClassDojo's**. This is a positive reward system that looks to reinforce our high expectations for conduct and learning behaviours within and beyond the classroom environments. ClassDojo's are awarded by staff either in the classroom, during enrichment activities or during social times. Children will receive ClassDojo points for reading and learning at home.

ClassDojo points translate into a class total each week, these are communicated in weekly assemblies, home school communication and social media. The class with the highest total earn a reward. Points accumulate over time and translate into a termly winning class.

ClassDojo points translate into a house totals each week, these are communicated in weekly assemblies, home school communication and social media. The house with the highest total earn a reward. Points accumulate over time and translate into a termly winning class. House points translate into ClassDojo points. There is a 'golden token' reward that is given to children for excellence linked to the 'Phoenix Values' within and beyond the classroom. The 'golden token' is worth +5 ClassDojo points.

ClassDojo reports capture each children learning behaviours and conduct behaviours over time and are an essential tool in recognising success and areas for development or further intervention internal and external to the school setting.

ClassDojo points accumulate over time and translate into the following awards across the school year:

Bronze ClassDojo Award	Silver ClassDojo Award
150 points	300 points
Gold ClassDojo Award	Platinum ClassDojo Award
500 points	750 points

NICELY Done's:

This is a complimentary certificate; these are shared between staff and children to capture, reward and thank acts of kindness. These can be completed spontaneously and are available around the school for everyone to access.



N = Nice and kind.

I = Inclusive of everyone.

C = Caring and understanding.

E = Encouraging and supportive.

Our intentions are clear – we aim to create a climate of mutual respect.

Positive text messages are sent to parents/carers. Individual children are selected to receive these from each class periodically. Successful children are nominated by adults and where appropriate from other children, to capture learning behaviours and conduct behaviours during the school day.

RESTORATIVE PRACTICE:

At Phoenix St. Peter Academy, we take a restorative approach to resolving conflict, prevent re-occurrences and provide opportunities to repair the harm and develop life-long communication and problem solving skills that prevent harm.

This approach allows those who may have been affected to convey the impact of harm to those responsible and for those responsible to acknowledge this impact and take steps to put it right.

Our approach is based on 'The Four R's':

- **R1: Respect** - for everyone by listening to each other's' thoughts and opinions and learning to value them.
- **R2: Responsibility** - taking responsibility for your own actions, choices and decisions.
- **R3: Repair** – developing skills to enable individuals to identify solutions and prevent behaviours from being repeated.
- **R4: Reintegration** – solving the problem in a structured, supportive process, allowing children to remain in school; where it is safe and appropriate to do so.

For further guidance, please refer to the Restorative Practice Policy.

BEHAVIOUR MANAGEMENT:

Behaviour is managed using the 'Traffic Light System' (Appendix 1ⁱ). This is a whole school approach and can be seen in classrooms and key areas around the school. This is a visual representation of children' behaviour and indicates when children are meeting adult expectations, exceeding adult expectations or need to reflect and adjust their behaviour.

The traffic light system promotes positive behaviour, encourages children to be responsible for their own choices and decisions and identifies children who need reasonable adjustments and bespoke provision.

1. GOOD TO BE GREEN

We want all children to stay on green, every lesson. Each lesson a child who stays on green receives a positive ClassDojo point, they are a green learner. This motivates our children and ensures they leave school feeling happy and successful. These points accumulate each day, across the week and convert into a ClassDojo total.

2. AMBER – STOP AND THINK!

Amber is not bad. Amber is a polite reminder to our children that we want them to be on green. We expect our children to readjust their behaviour and return to green promptly. Children will not be left on Amber for prolonged periods. The Amber traffic light gives children the opportunity to make a good choice and decision and return to Green and maintain their positive ClassDojo point.

3. RED - EMERGENCY STOP! DON'T JUMP THE RED LIGHT

A 'RED EMERGENCY STOP' indicates to our children that they need to reset in the class environment. This means they do not miss learning and can quickly adjust their behaviour with or without in-class support. Each classroom has a THRIVE area to support a wide range of needs.

An in class reset should be quick and should not cause disruption to the learning of other children.

An in class reset results with -1 ClassDojo point.

EXPECTATIONS FOR AN IN-CLASS RESET:

- R**espond to the reflection time
- E**xchange seats or space
- S**trategies are used to help and support needs
- E**xit with staff
- T**alk it out

4. RED RESET – STOP NOW!

A 'RED RESET' indicates to our children that they need to RESET outside of the class environment. This means that their learning will be supported in The LINK room and they have not responded to support and help offered. A RED RESET equates to -3 ClassDojo points. A 'RED RESET' allows children to have a break away from the learning environment; this can help diffuse a child's behaviour and where they may struggle to manage their emotions, allows a private space to refocus.

During their time in The LINK behaviour will be unpicked, discussed and reflected on. The intention is always to return a child back to their classroom as promptly as possible. Children will only return when staff are satisfied that they are ready to learn and are reset. Learning will be supported in The LINK until this is possible.

EXPECTATIONS FOR AN OUT OF CLASS RESET:

- R** ESET instruction given to the child
- E** xit the classroom calmly with an adult
- S** afely walk to The LINK
- E** nter The LINK – follow the flow chart (Appendix 2ⁱⁱ)
- T** ake up time and LINK RED RESET time completed.

5. RESTORATIVE RESET:

Should a child receive two or more out of class RESET's in one day a half a day planned restorative reset will be completed with The LINK Manager. Parents and Carers are encouraged to join the planned restorative RESET to unpick and resolve concerns.

Restorative Practice: The Four R's will be used to structure conversations and resolve concerns.

Where reasonable and appropriate to do so a 'Consistency Management Plan' and/or 'Risk Assessment' will be completed to support the child and prevent further re-occurrences of safety rule breaches.

SAFETY RULE BREACHES:

At Phoenix St. Peter Academy we have 5 Safety Rule Breaches that result in an immediate RED RESET out of class.

Safety rule breaches are a significant cause for concern and compromise the safety and wellbeing of the staff and children at the school and/or significantly interrupt learning and may compromise the good and orderly running of the school.

SAFETY RULE BREACHES INCLUDE:

- ☐ **We do not** swear or use discriminatory, abusive or racist language, use name calling or be rude to another person.
- ☐ **We do not** use our body in a violent, threatening, inappropriate or dangerous way.
- ☐ **We do not** damage or take property belongings to the school or other people.
- ☐ **We do not** disrupt the learning in the class, or compromise the good and orderly running of the school.
- ☐ **We do not** refuse to follow staff instructions and safety reminders and expectations.

On occasions where one or more safety rules are broken, a safety rule letter will be completed by the appropriate adult and sent to the home setting. This safety rule breach will be logged on ClassDojos with incident details.

A safety rule breach will result with time to be spent in The LINK. This allows the child time to reflect upon their actions, and engage in a restorative conversation (The Four R's) with an appropriate member of staff and/ or child.

The time and approach adopted with each child is in The LINK is tiered according to the child's age, the severity and number of breaches and in response to the needs of each child.

Parents/Carers will be informed of a safety rule breach through: a text message, phone call or end of day conversation with the class teacher on the same day the safety rule breach happened. This will include details of what happened and the steps taken to resolve the situation. As part of the safety rule breach the home setting are invited to discuss the incident with their child and report back to the school. Home-school conversations are captured in ClassDojos.

Where reasonable and appropriate to do so, the home setting will be invited in to school to support the RESET and restorative practice strategies.

The LINK

The LINK stands for Learning, Inclusion, Needs and Kindness.

The LINK offers a calm quiet space for children to RESET their behaviour or offers a space for home and school to work together to support children.

It allows children to reflect on their behaviour, restore and rebuild relationships and prepare to return to their learning and offers a calm setting to complete work and access support.

The LINK may be used for a short RESET or for longer periods of time, where appropriate to do so.

The LINK may be used to hold home-school meetings to support the child's needs or for the home setting to support learning in school.

During the child's time in The LINK, staff will use this time to engage with the child and undertake restorative conversations (The Four R's), complete social stories and restorative story boards/comic strip conversations to inform behaviour management strategies. Children are tracked in The LINK.

STRATEGIES TO SUPPORT CONDUCT AND LEARNING BEHAVIOURS:

We have key acronyms that our children understand and respond to in order to maintain the good and orderly running of the school, good manners and safe movement through school:

- **S.T.A.R, when using transitions between learning:**

- **S** it up straight
- **T** rack the teacher
- **A** sk and answer questions
- **R** espectful responses

Appendix 3ⁱⁱⁱ

- **S.T.E.P.S, when communicating with others:**

- **S** ay it with smile
- **T** hank you
- **E** xcuse me
- **P** lease

Appendix 4^{iv}

SUPPORT BEYOND THE CLASSROOM:

By using records to monitor behavioural patterns, it may be necessary for a child to be provided with additional support, with input from the Class Teacher, Pastoral Team, SLT and Parents/Carers. Support may be presented in the following forms:

- Behaviour Report
- Consistent Management Plan (CMP)
- Acceptable Behaviour Plan
- THRIVE
- Mentoring
- Counselling (temporary and time limited)
- Reduced timetable (communicated to the Local Authority and Trust Leaders)
- Early Help (please refer to the school's Early Help offer)
- Request of external agency input

This list is not exhaustive and the form of support would depend on the needs of individual children and the agreed next steps with the home setting.

FORMAL CONSEQUENCES:

Internal Exclusion:

An Internal Exclusion will take place for 1 session (0.5 school day) or 2 sessions (1.0 day). An Internal Exclusion is issued when a Restorative RESET has failed; the child has refused to follow their Risk Assessment and/or Consistency Management Plan. This will be discussed and agreed with child, Parent/Carer and class teacher. ClassDojo's will capture the reason for the failed Restorative RESET.

The Internal Exclusion is completed in The LINK. The Parent/Carer and child will arrive in school through the main entrance and will be escorted to The LINK. A meeting will be completed between all parties and restorative work will be undertaken.

Time is taken to consider and where appropriate update documents such as the children Consistency Management Plan and Risk Assessment which will include child and Parent / Carer perceptions and adjustments.

Where appropriate to do so, support beyond the classroom will be discussed and next steps agreed in order to prevent the reoccurrence of safety rule breaches.

Following the Internal Exclusion meeting the child will complete work set by the class teacher. If appropriate to do so the Parent/Carer will be asked to remain in school to support learning until their child is RESET and able to adhere to The LINK expectations and in order to avoid a Fixed Term Exclusion.

During the Internal Exclusion an Inclusion Log will be completed to track conduct over time. This is reported back to the Parent/Carer, the Senior Leadership Team and the Class Teacher where a decision will be made if the child is RESET and able to return to class as planned.

Fixed Term Exclusion:

On occasions of severely disruptive, challenging or dangerous behaviour and / or safety breaches, it may be necessary to issue a Fixed Term Exclusion. This can only be authorised by the Headteacher. A letter will be issued at the time of exclusion.

During the exclusion work will be set by the school and marked when returned to the school. Arrangements for free school meals will be accommodated and daily welfare checks completed during the period of exclusion.

On return from a FTE, a reintegration meeting will be held with a member of the Senior Leadership Team and/or the Pastoral Team. This will ensure that the school and home setting assesses the children's readiness to return to school, puts support in place to prevent reoccurrence and ensure that both they and their appropriate adults understand the seriousness in receiving a fixed term exclusion, and support the school.

If staff leading the reintegration meeting feel that the child is not ready to return, the meeting will be recorded as a failed reintegration attempt. The child may be issued with a further Fixed Term Exclusion and another date, or later time that day, will be set for a further reintegration meeting. Every effort will be made to reintegrate the child and make reasonable adjustments where reasonable and appropriate to do so.

The school will inform the Governing Body, Attendance Officer/Lead and Safeguarding Lead of all FTE; this will be captured on the school's Child Protection On-line Management System (CPOMS).

FTE will feature as part of the Inclusion Report to Governors and shared with trust leaders.

The Executive Head will be informed of all FTE as part of the recording and reporting protocols of the trust.

Risk of Permanent Exclusion:

When a child has received 14 days (28 sessions) of Fixed Term Exclusion the Governors will be advised that the child is at risk of Permanent Exclusion. The Local Authority will be notified of the seriousness of the situation and advice will be sought and shared with the home setting.

Permanent Exclusion:

To quote the DfE Exclusion Guidance January 2015:

"... a child may be at risk of Permanent Exclusion where there is a;

- Serious breach, or persistent breaches of the school behaviour policy
- here a child's behaviour means allowing the children to remain in school would be detrimental to the education or welfare of the child or others in the school."

The decision to permanently exclude can be made only by the Headteacher.

The Executive Head and Deputy Director of Education for Cluster 5 will be informed of the intention to permanently exclude and the reasons to exclude.

The Permanent Exclusion will be reported to the Local Authority and the completion of respective documentation will adhere to Local Authority timeframes.

A letter and meeting informing adults of this decision will be issued after due consideration; thereafter the school will comply with REAch2 Policy in managing the permanent exclusion (Appendix 5").

POSITIVE HANDLING:

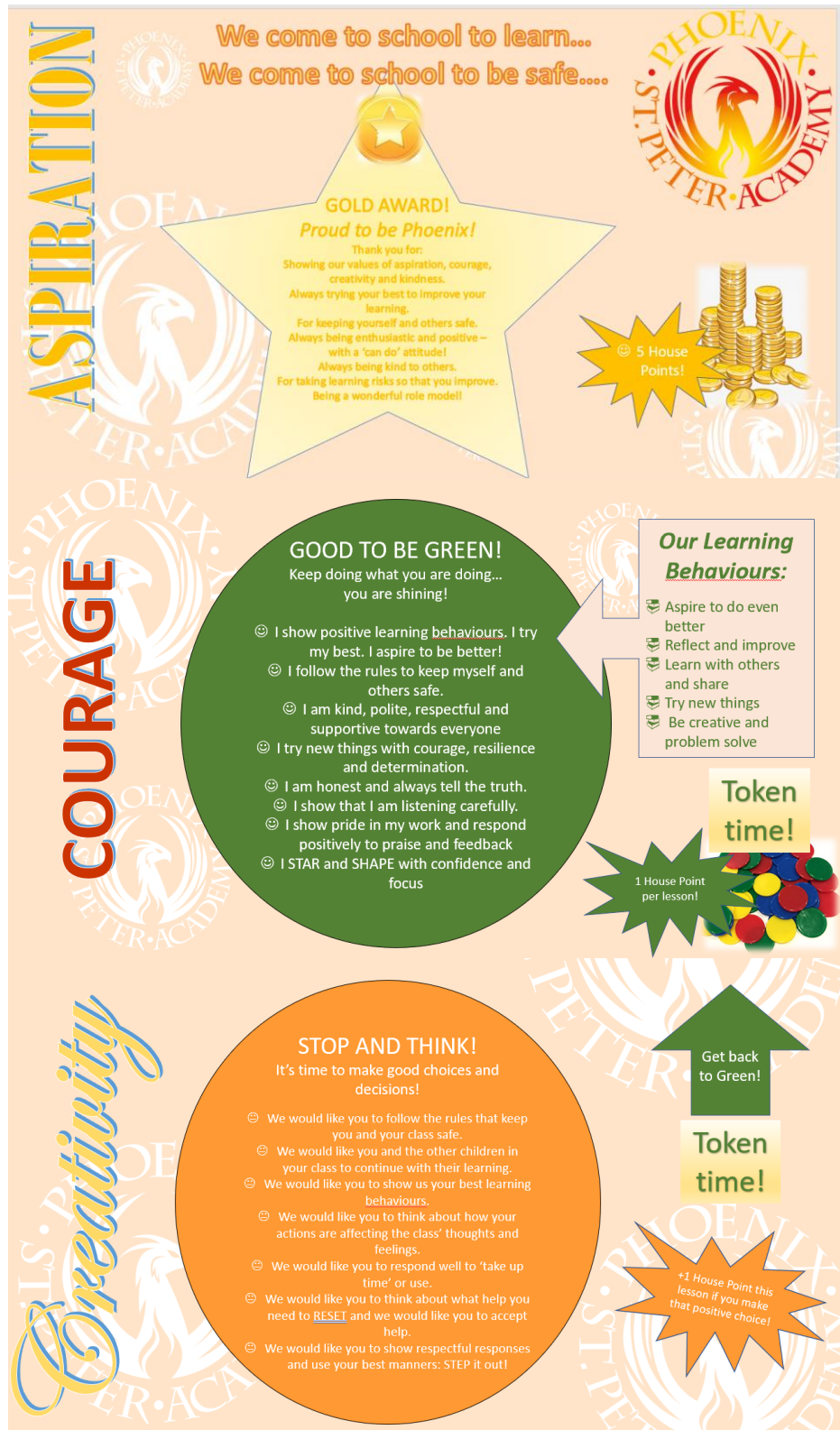
The 1996 Education Act(Section 55OA) stipulates that reasonable physical intervention may be used to prevent further occurrence of behaviours under the following three bands;

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury or significant damage to property.
- Where a child is behaving in a way that is compromising good order or discipline.


Any use of physical intervention is recorded and communicated with Parents/Carers and recorded on the Child Protection On-Line Management System, along with the completion of the safe restraint log book; which is ratified by Senior Leaders in the trust.

Signed (Chair):	Date: September 2021
To be reviewed by (committee):	Next Review Date: September 2022

APPENDIX 1 TRAFFIC LIGHTS



KINDNESS



EMERGENCY STOP!

BIG decision – BIG choice!
Don't jump a red light!

- ⊗ You are not following the safety rules.
- ⊗ You have stopped yourself and others from learning.
- ⊗ You are not thinking about the class' thoughts and feelings.
- ⊗ You are causing worry and upset to yourself and others.
- ⊗ You are not following your strategies that help you to keep focused or stay calm.

IT IS TIME TO RESET IN CLASS.....

REFLECTION TIME:
How can you get back to Amber?
What do you need to do differently?
How can we help you?

IN CLASS RESET

Respond to reflection time

Exchange seats or space

Strategies that help

Exit with staff

Talk it out

Restorative Practice:
What happened?
What are you thinking?
What are you feeling?
Who has been affected?
How can you repair the harm?

Token time!

-1 House Point



RED RESET - STOP NOW!

Stop you are being unsafe!

IT IS TIME TO RESET IN THE LINK.
A LINK RESET WILL HELP YOU.

Token time!

-3 House Points

LINK RESET

RESET instruction given

Exit your class calmly with an adult

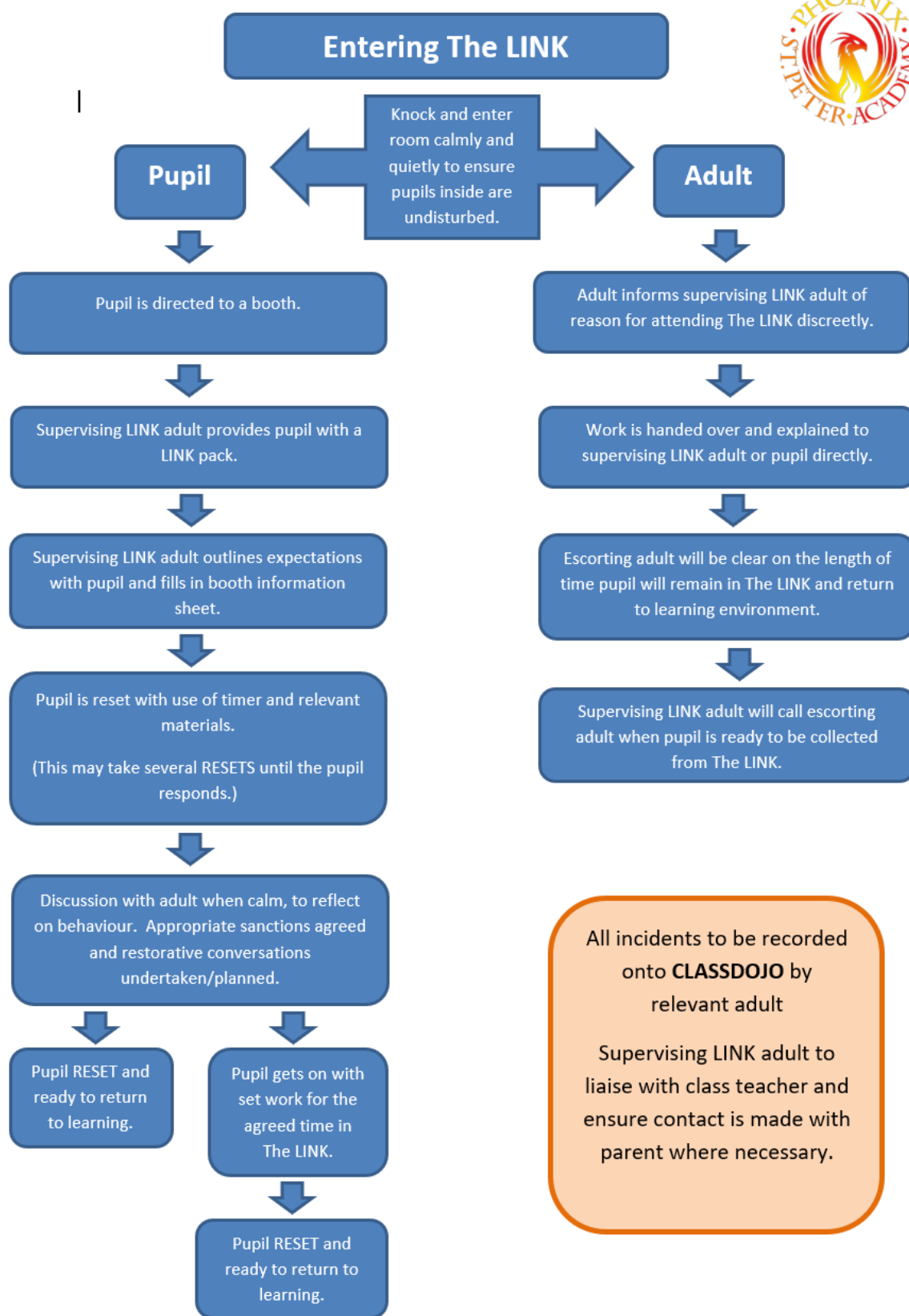
Safely walk to THE LINK

Enter THE LINK – follow the flow chart

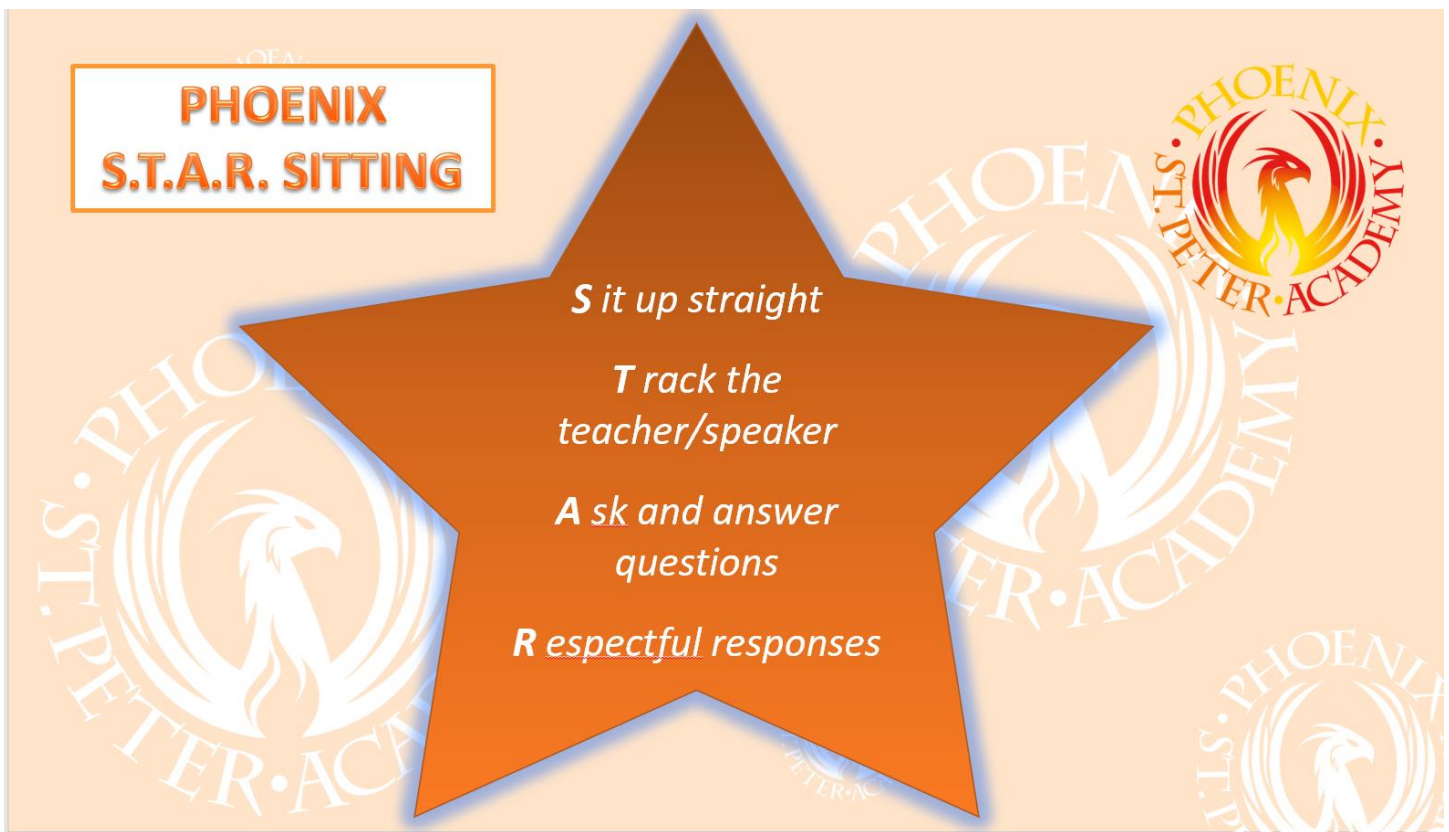
Take up time and a LINK RESET time



APPENDIX 2: THE LINK FLOW CHART



APPENDIX 3: STAR



APPENDIX 4: STEP



ⁱ Appendix 1: Traffic Lights

ⁱⁱ The LINK Flow Chart

ⁱⁱⁱ STAR Acronym

^{iv} STEP Acronym

^v REAch2 Policy: Permanent Exclusions – Please see REAch2 PEX Toolkit Flow Chart