

# ST. CHARLES' VC ACADEMY



# ST CHARLES' VC ACADEMY

## Behaviour Policy

| Policy Author                | Date Published | Date Reviewed | Date for Review | Reviewer                     |
|------------------------------|----------------|---------------|-----------------|------------------------------|
| Mr A Foster/<br>Mrs K Siedle | February 2018  | March 2020    | January 2021    | Mr A Foster/<br>Mrs K Siedle |

## Our Mission Statement:



**ST CHARLES'**  
VC ACADEMY

### Our Mission Statement:

We accept the mission of Jesus...

To share, learn and love; nurturing the  
God-given gifts that make us unique.

**Share • Love • Learn**

### How we live out our mission each day:

- We pray together
- We always try to be the best we can be in all that we do
- We speak and act kindly to one another
- We include others in our play and in our learning
- We follow the example of Jesus by helping others
- We know how to say sorry
- We grow closer to Jesus through our work, play, prayers and songs
- We know that God loves us because he made each one of us in his image

*"I have come so that they may have life, and have it to the full" (John 10:10)*

- We love and care for each other because Jesus loves us and we follow his example
- We use and share the gifts that God has given to us
- "Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you." (Ephesians 4:32)

At St Charles' VC Academy, we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio-economic background.

### **Aims of Policy**

- To reflect the teachings of the Catholic Church whose Christian values will enable us to embrace all children and adults as equals.
- To support the educational and other aims of the school.
- To contribute to the ethos of the school.
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To create a safe predictable working environment in which all children can learn positive social behaviour.

### **The Leadership Team will:**

- Implement the positive behaviour policy, reinforcing the need for consistency throughout the school.
- Report to the Trust regarding the effectiveness of the policy
- Meet with parents/carers of those children who require further support in regards to their behaviour
- Support staff when dealing with challenging behaviour
- Ensure the health and safety and welfare of all children
- Praise and encourage positive behaviour with praise, rewards and dedicated assemblies

### **Staff will:**

- Provide a well-balanced and creative curriculum
- Support children when dealing with their emotions and feelings using a restorative approach.
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children
- Make sure children are listened to and feel valued
- Be a positive role model – modelling the high expectations we have of the children
- Offer the children choices and the chance to make the right decision
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills.
- Reward and praise positive behaviour
- Inform parents/carers about the welfare and behaviour of their children

### **Children will:**

- Foster social relationships in the school community of mutual engagement.
- Be responsible for own actions and their impact on others.
- Respect other people, their views and feelings.
- Empathise with the feelings of others.
- Be fair
- Be Willing to be reflective to change behaviours
- Follow the 3 school rules
- Learn to work cooperatively

At St. Charles VC Academy, we will use a restorative approach to deal with negative behaviour which will put repairing harm done to relationships and people at the centre of the focus.

## The Key Principles of Behaviour Management

### Being Inclusive:

Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.

Some of our children, for some or all of the time, will need more of our attention and support than others.

We have a responsibility to teach social behaviour to all children.

We should be clear with staff, pupils, parents, about which expectations are non-negotiable.

All pupils have the right to be educated no matter how challenging their behaviour.

Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

### Being Positive:

Parents and Carers need to be as fully involved as possible.

We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.

If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.

We should recognise acceptable behaviour through positive reinforcement.

We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

### Being Assertive:

We believe we all have rights - teachers have the right to teach, pupils have the right to learn.

Pupils and staff have the right to feel safe in school.

Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.

We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.

Staff requires support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

Our School Rules (to be displayed in all areas where children learn):

# The St Charles Way

1. Be ready
2. Be respectful
3. Be safe



**Be Ready** – being ready to learn and allow others to learn

**Be Respectful** – being respectful to all

**Be Safe** – being and keeping yourself and others safe

**Everyone in the school has rights and responsibilities.** To help protect our rights and to encourage responsibility, we have basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

*“Praise, recognise and respond”*

*We believe that praise is the most powerful form of influencing children's behaviour.*

## Verbal Praise

At every opportunity, when positive behaviour is displayed, the 3 school rules are followed and those that go 'Above and Beyond', verbal praise will be given so that the behaviour we expect is recognised and modelled to those around.

## St. Charles' Core Values (see appendix 8)

At St. Charles, we believe that our Core Values of Resilience, Empathy, Aspiration, Contribution and Happiness are not just vital for successful learning but are essential life skills.

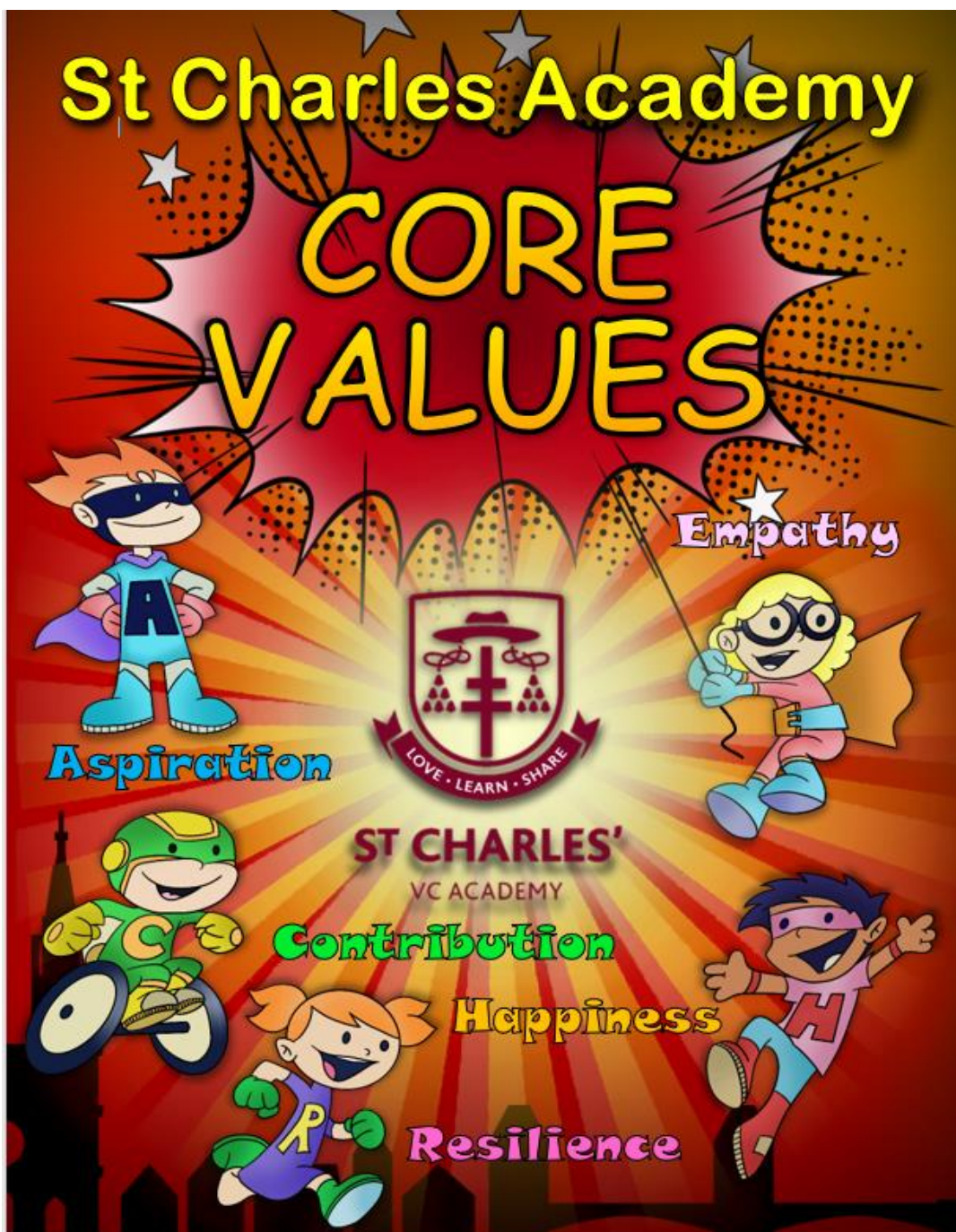
Each adult in school has access to a supply of Core Value Tokens with colours that match a specific value. Whenever a child goes 'above and beyond' demonstrating a core value, they will receive a coloured token matched to that value. These tokens are then placed into a Token Bank (one situated in the KS2 corridor and the other, in the KS1 corridor).

These tokens are then counted by year 6 Token Monitors every Friday afternoon and are then celebrated in our Friday Attendance assembly.

We will also, have specific Core Value weeks where we focus on a particular Core Value; this is so we can ensure children are reminded of the meanings of the Core Values and we continue the high expectations which we expect within our school and community.

### Core Value Assembly

Each Friday, teachers choose two children from their class who have gone above and beyond demonstrating a St. Charles' Core Value and invite their parents/carers to a special praise collective worship. Children receive a special certificate to take home and an invitation to have hot chocolate and a treat with the leadership team during morning break.

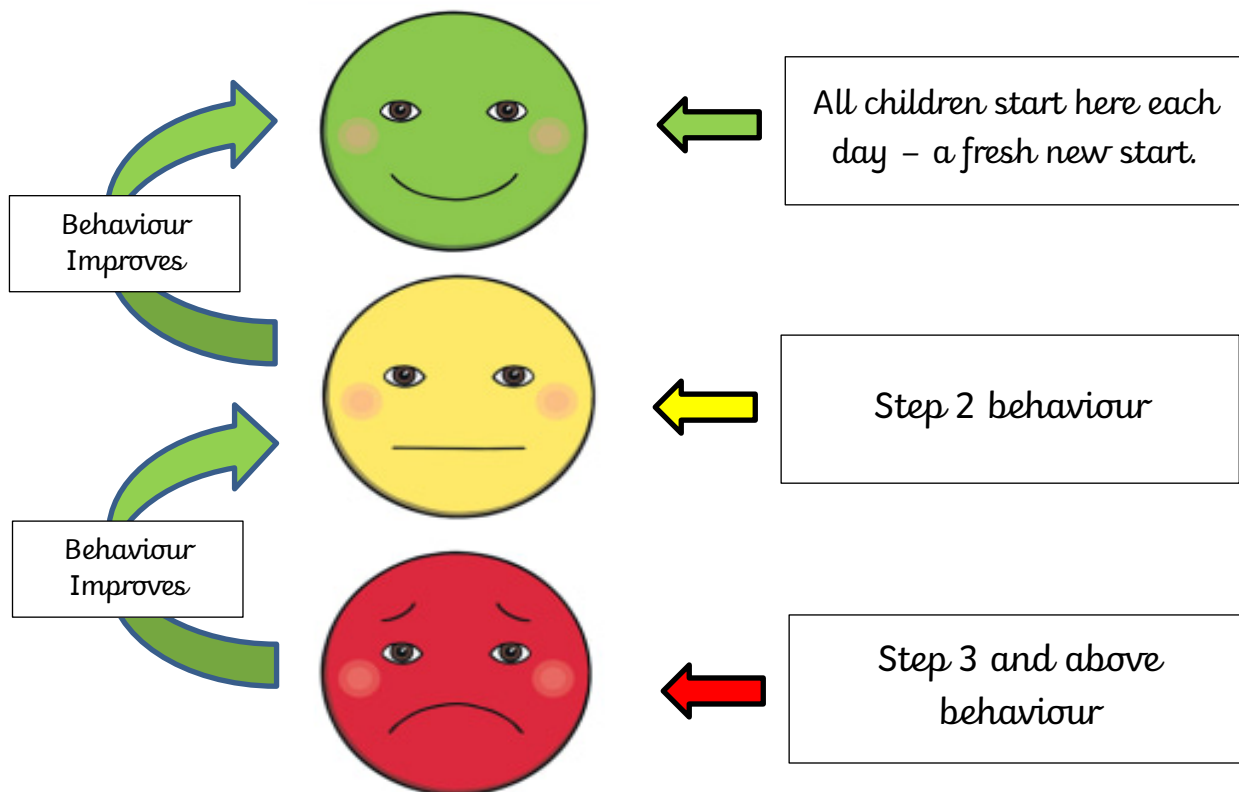


## Sanctions:

The system works as follows (using the traffic light system):

1. Positive reminder about behaviour.
2. A non-verbal or verbal warning. Focus on positive praise with desired behaviour. (Step 1)
3. If the behaviour continues, the child's name moves from 'green' to 'amber'. Only children making the wrong choices will miss 2 minutes of playtime to complete their work. Child's name can be returned to 'green' once the desired behaviour has been seen. (Step 2)
4. If the behaviour continues, the child is given time out within their classroom – placed on table away from other children to stop learning disruption. Only children making the wrong choices will miss 5 minutes of playtime to complete their work. Again, their name can be returned to 'green' once the desired behaviour has been seen. (Step 3)
5. If the behaviour continues, the child is sent to the Phase Leader and name placed into red. (Step 4) The child will then see the phase leader. The child will then need to miss 10 minutes of their break to make up the learning time missed. The class teacher will record the incident on the CPOMS. If a child is sent to the phase leader twice, then the phase leader must inform the parents of this behaviour and discuss steps forwards for the next day.
6. If the child continues to persist with their chosen behaviour or the incident is deemed serious then the child is referred to the Assistant/Deputy/Head of school(Step 5/6), a CPOMS log must be recorded by adult who dealt with the incident, a meeting will be arranged with parents and possible exclusions will be sanctioned dependent upon severity of behaviour (Step 6).

## Traffic Light System:



## Restorative Practice and Meetings

Where possible the school will try a range of strategies before issuing any consequences. These will be used in line with the St Charles' 'agreed script' (appendix 5).

For real change to take place it is essential that the children face up to their own responsibilities in a realistic and reflective manner. This may take the form of 'restorative conversations' with the adults working in the class or with a member of the Senior Leadership Team. These may occur during morning play or lunchtime but must be conducted at the earliest opportunity.

**Alternative lunchtime play provision** organised by the SENDCo and supervised by experienced support staff is also an option for vulnerable pupils or for those with specific needs.

*Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem.*

*On occasions behaviours, and/or attendance can deteriorate through events such a bereavement, abuse, divorce or separation of parents or due to a specific diagnosed or undiagnosed condition.*

*It is important that when staff are dealing with behaviour it is de-personalised – separate 'the deed from the doer'. If a pupil's behaviour is giving serious cause for concern, staff should speak to the Behaviour Lead or SENDCo to discuss additional support strategies using the school's graduated response. However, if staff believe the behaviours relate to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead.*



### **Extreme behaviour**

There are a wide range of totally intolerable behaviours which are covered in separate policies: racism, sexism and bullying for example. In addition to these, St Charles' will also take direct action in the case of: abuse of staff, extreme violence, weapons, vandalism, alcohol and cigarettes. Whilst we are guided by restorative principles (and will arrange a full restorative meeting involving all affected parties when severe harm is caused) it is also the case that behaviours of this type could result in exclusion from St Charles'.

### **Behaviour Support Plans**

For some pupils more specific support is needed in the form of an Individual Behaviour Support Plan. This plan is individual to the pupil, identifies where and what support is needed and it recognises triggers and coping mechanisms.

### **Internal or Fixed Term exclusions**

If a serious incident occurs, (see appendix for incident forms), the Senior Leadership Team may decide that a pupil should be excluded from the classroom and playground for longer periods of time and asked to work in another class. This can happen from between half a day and up to 5 days. The child may also be excluded from eating their lunch with their peers.

Fixed term exclusion is an extreme sanction, the Head of School will normally consult with the Chief Operating Officer and Chief Executive Officer, so that all options can be explored. The decision to exclude will be followed immediately by a telephone call to the parent/carer, followed by a letter home. A parent has the right to make written representations to the Trust board about the exclusion.

Permanent exclusion is an extreme sanction and is only administered by the Chief Executive Officer of the Trust.

### **Intervention and support**

For children with an BSP additional resources are available. In school these children have access to and time with the Emotional Wellbeing and Behaviour co-ordinator. The co-ordinator not only works alongside the pupil but also with the family, class teacher and other professionals. Some pupils are referred to outside agencies for alternative provision (both temporary and permanent, depending on circumstances.) We work closely with parents/carers under these circumstances. Children can access the resource of the EWB co-ordinator if they have emotional or social difficulties. Pupils without an BSP should be disciplined by the class teacher or phase leader. Pupils who have been identified as involved in bullying will be dealt with in accordance the Anti Bullying Policy and will have the support of the EWB co-ordinator.

### **Vulnerable Pupils**

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. Behaviour is a fixed agenda point during weekly senior leadership team meetings and vulnerable children are discussed. Fortnightly, the SLT, SendCo and Designated Safeguarding Lead meet to review our vulnerable children and discuss support, if required. This could be internal in school or from the various outreach services we have available across the city.

### **Peer on Peer Abuse**

At St Charles' VC Academy, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between peers including:

- all forms of bullying
- being coerced into sending sexual images/texts (sexting)
- physical or sexual assaults
- child sexual exploitation
- sexual harassment

*These forms of behaviour should never be tolerated, passed off as 'banter' or part of growing up.*

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Humberside Police and/or Hull City Council EHASH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the Academy's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.
- Necessary pastoral support will be offered to all affected parties.

*(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2017)*

### **Support from outside agencies**

Sometimes support from outside agencies may be necessary in supporting the child and meeting the needs of the individual. This will be done with the consent from parents. Agencies may include the Whitehouse, Barnardo's, Womens Aid, KIDZ, The Warren, School Nursing Team, etc.

### **Inappropriate conduct beyond the school gates**

Teachers' powers This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006, it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

### Use of reasonable force At St Charles' VC Academy

We view physical intervention or restraint of pupils as a last resort to maintaining a safe environment. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment. Section 93 of the Education and Inspection Act 2006 and guidance issued by the DfE enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following: · committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil); · causing personal injury to, or damage to the property of, any person (including themselves); or · prejudicing the maintenance of good order and discipline of that school or among any pupils receiving education at the school, whether during teaching sessions or otherwise. Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

### False allegations against members of staff

Allegations against members of staff are taken extremely seriously and will be dealt with in line with guidance from the Local Authority. St Charles' VC Academy will make every effort to maintain confidentiality in any complaint that arises and deal with allegations quickly, fairly and consistently in a way that provides protection for the child and supports the person who is the subject of the allegation. Suspension of the accused member of staff will not necessarily be the default action of the school. If an allegation is determined to be malicious, the Child Protection Co-ordinator/Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Executive Head and Head of School will consider the appropriate disciplinary action against the pupil who made it.

*(Reference to Keeping Children Safe in Education September 2019)*

### Monitoring and tracking Behaviour

Behaviour incidents are logged by all adults using CPOMS. We use CPOMS to electronically to ensure incidents are logged which enables us to monitor and analyse types and patterns of behaviour to ensure all children are safe within our school. The Leadership Team will collate and analyse these logs at the end of each half term to identify key problem areas around the school & ensure plans are put into place to address them.

**COVID 19 Addendum**  
**Behaviour Policy**  
**COVID 19 Version 2 August 2020**

**COVID 19**

This addendum was originally created in June 2020 and has now been reviewed; the addendum will be updated as and when necessary, in line with both local and national guidance regarding the COVID 19 pandemic. This addendum aims to clarify practice around behavior, as schools start to welcome back all pupils for the start of the academic year and autumn term.

**Introduction**

Despite the on-going pandemic, we still expect and encourage all of our pupils to aspire to the highest levels of academic, social and physical achievements, so that they will develop independence, confidence and fulfil their true potential.

We understand that this global crisis will have, at some point, affected every member of our community. We acknowledged that many pupils, parents and staff will feel worried, stressed or anxious about returning to school. However, we are confident that if everyone follows the advice and guidance, plus adheres to the new control measures the risks will be minimal.

The health, safety and wellbeing of our entire community has, and always will be an important aspect of St Cuthbert's Academy Trust and this level of commitment will not falter during this period of uncertainty.

It is important that all our pupils continue to adhere to individual school's Behaviour Code, plus schools uphold the Trust's principles, in addition to these revised protocols.

**Arrival and Departures**

Staff at individual schools will communicate to pupils and parents expectations on start and finish times, plus drop-off and pick-up points will be communicated to pupils, parents and staff by individual schools. When pupils arrive, they should be moved swiftly into the designated area and welcomed by staff. To avoid overcrowding during this time, pupils may be given an allocated time slot, which we will ask parents/carers to follow, in an attempt to keep themselves safe, as well as other pupils, parents and staff.

To aid smooth and safe arrival system, staff should not hold conversations with parents/carers during peak times. However, this does not mean that effective communication will not take place. Individual schools will advise parents/carers on the safest, and best way to share any issues.

Departure from school will take place in the same area as drop-off. Parents/carers arriving to collect their children must be asked to social distance (at least 2 meters apart) in an allocated outdoor area. Younger children will be individually handed over to parents/carers at the allocated area.

All staff should keep interactions with other 'Class Bubbles', including staff to a minimum, as this will help protect all parties, plus prevent cross contamination.

## Hygiene

The Government advice has constantly been that regular handwashing is key to help prevent the spread of the virus. It is, therefore, important that this continues to be maintained by both staff and pupils throughout the day, whilst at school.

On arrival, pupils should wash their hands for at least 20 seconds, which will be safely coordinated by staff. In addition, it is imperative that following anytime away from the allocated classroom, pupils wash their hands again at designated stations before recommencing lessons. All classrooms will have a supply of hand sanitizer, tissues, disposable paper towels and waste bins.

Pupils must be reminded about using tissues, for cough and sneezes, plus how to safely dispose of used tissues - 'Catch it, Bin it, Kill it'. To help contain infection, pupil must wash their hands with either soap and water or hand sanitizer, after disposing of used tissues. Any staff who are supporting children with hygiene, must also ensure they follow the same routine and wash their hands thoroughly.

## Restricted movement around the building

In order to operate a safe learning environment, children will remain in the same class, with their fellow pupils, and allocated staff, which will become their 'Class Bubble'. Pupil will learn, exercise and dine in the same 'Class Bubble' through the day, as access to other parts of the school site will be limited. Again, this measure is in place to protect each cohort of children accessing the site. If movement to other areas of the school building is necessary, for example to take part in specific interventions, the school will have a planned system, which all pupils and staff must follow. Only in the event of an emergency, would this be altered. Any pupil not following this system must be reminded, at an age appropriate level, of the reasons why these measures are in place, or be warned of possible sanctions if they continually break this rule.

Schools will stagger break/playtimes, plus lunchtime period to allow as much space as possible in outdoor or communal areas. This process will help reduce interactions with other 'Class Bubbles', thus reducing the possibility of cross contamination.

It is possible that in the short term, areas of the building will be out of bounds to both staff and pupils. These areas will be visually zoned off to restrict entry and anyone entering these areas, without permission, will be warned and/or a sanction imposed, in line with the existing Behaviour Policy.

## Classroom activities

To ensure classrooms remain as sterile as possible throughout the day, the school will be taking steps to maintain high levels of cleansing on all hard surfaces. All soft furnishing and equipment will have been removed and will remain out of the classroom area for the foreseeable future. It is extremely important that children and young people do not share any personal items or school equipment (pens, pencils, rules etc) with any other member of their 'Class Bubble' or external to their 'Class Bubble' during lesson time, break or lunch. It is an expectation that each pupil will have an individual work tray that will contain all the resources necessary for them to partake in lessons. They will also be provided with a deep tray for storage of their coats and any other

personal items. In the event of pupils passing items between themselves, staff should remind them of the expectations and ensure all parties wash their hands with either soap and water or hand sanitizer, as soon as possible. Most classes (from year 2 onwards) will be set out in rows and contact between rows should be avoided if possible. The teaching staff will be required to maintain a 2-metre distance between themselves and pupils whenever possible. The teaching staff will have a designated area in the classroom for their resources and pupils will not be allowed to enter these zones.

We acknowledge that some of our younger population or pupils with special educational needs may not fully understand the importance of social distancing and therefore, staff must educate and encourage pupils to stay at a safe distance from their peers both within the classroom environment and during outdoor activities. Older pupils should have a greater concept of social distancing and must adhere to this at all times. Any pupil/s who persistently and willingly flouts this measure will be warned and/or sanctioned accordingly, as per the existing Behaviour Policy.

### **Risk Assessments for Education, Health and Care Plan (EHCP)**

All pupils with EHCP will have had a risk assessment to ensure their needs are met in the safest of ways.

Any member of staff working with a child, who is in receipt of an EHCP, will be given a copy of the risk assessment and briefed accordingly by the SENCO on how to safely support the child's needs.

There may be children who struggle to self-regulate their behaviour and the added stress or anxiety of returning to school may be difficult for them, which could lead to them displaying behaviours previously not seen. In these circumstances, the SENCO will modify the risk assessments to ensure any new triggers are recorded, plus appropriate actions to be taken to best protect the child and also the member of staff/s who will be supporting them.

If a child's behaviour is placing themselves or others at risk of harm, staff must consider the safest way to de-escalate the situation. This could include:

- Encouraging the child to leave the classroom with a member of staff and be taken to a calm/safe area,
- Safely removing other children from the classroom to a designated area,
- Usage of Personal Protective Equipment (PPE), especially if the child is extremely distressed and physical contact is required.

Following any incident, where physical intervention has been used, the school should follow the normal procedures, as per the physical intervention policy, plus review the risk assessment.

### **Unacceptable behaviour related to COVID 19**

Now more than ever it is important that we unite and show high levels of respect to one another.

The school will not, and cannot tolerate behaviours that may place members of our community at risk of contracting Coronavirus. Any child or young person who spits or coughs at or towards

others, or even threatening to carry out this act may be at risk of fixed or permanent exclusion. Furthermore, if any another extreme behaviours are displayed, including hitting, kicking, punching etc, which places pupils or staff at risk, a conversation will take place with parents/carers to determine whether attendance should continue until the school is fully re-opened. Each incident of this nature must be reported to a member of the Trust's senior core team so an appropriate way forward can be discussed and agreed.

### **Remote learning**

Should there be a return to lockdown or a child (for a valid reason) is unable to attend school we will endeavour to ensure that pupils continue to receive a good level of education 'beyond the classroom' by providing a range of resources via our website and home learning systems.

We expect pupils to follow the same principles, as outlined in the school's Acceptable User policy, whilst learning at home.

If schools choose to communicate with pupils via Zoom, Teams, Skype etc then it is important that this is only carried out with the approval of the Headteacher or Senior Leader. Pupils must uphold the same level of behavioural expectations, as they would in a normal classroom setting.

Any significant behavioural issues occurring on any virtual platform must be recorded, reported and appropriate sanction imposed, which may include temporarily suspending access to group online learning. For all minor behavioural incidents, these should be addressed using the normal approaches.

Staff should be mindful that when dealing with any behavioural incidents, online, opportunities to discuss and repair harm will not be the same as if the child or young person was in school. Therefore, it may be necessary to have a discussion with the parents, regardless how minor the incident, to ensure the child is emotionally well supported.

### **General Note for incident in school or online**

- At every stage the child should be involved in or informed of the action taken
- Urgent or serious incidents should be referred straight to the head teacher, or a member of SLT
- If necessary, refer to the other related internal policies eg Anti-Bullying, Child Protection, E-Safety etc
- Normal recording systems on CPOMS should continue. Entries should be factual and action/follow up recorded also.

### **Rewards**

Individual school rewards systems remain in place, but celebrating pupils achievements, or acts of kindness will, in some instances, be revised for the foreseeable future (ie Praise assemblies). However, it is important that regardless of whether the child is attending school, or accessing learning remotely that they are recognised accordingly for their accomplishments.

## **Mental Health**

Pupils and staff mental wellbeing may have been severely affected during to the Coronavirus outbreak due to various reasons.

In times of uncertainty, it is vital that we support, encourage and guide one another, plus look out and care for everyone in our school community.

Each school has dedicated staff to support children, and staff, if they needed.

As children and staff return to our settings, it is important that they are provided the opportunity to talk openly about how they feel, or are feeling as we adjust, plus offer strategies of how to manage any worries or anxieties.

The Department for Education (DfE) have suggested additional ways of how we can support mental wellbeing, which include:

- opportunities for children to talk about their experiences of the past few weeks
- opportunities for one-to-one conversations with trusted adults where this may be supportive
- some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe
- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups
- other enriching developmental activities

If staff have concerns for the wellbeing of any child, they must inform either the school Emotional Wellbeing Officer, or Designated Safeguarding Lead, if they believe that the child is a significant risk.

## **Monitoring and review**

This policy has been issued to provide advice and guidance on managing behaviour effectively, as school commence re-opening. It is not possible to provide guidance on every eventuality and therefore, staff should be encouraged to use their professional judgements and/or seek advice from a member of senior leadership or other designated member of pastoral staff, if required.

This policy will remain under constant review until such times where is it no longer required.

## **Other related policies**

This addendum is for use during the Covid-19 school reopening and should be used and read in conjunction with policies such as: the Anti-Bullying, Behaviour, Bereavement, Child Protection/Safeguarding, Health and Safety, Intimate Care, Physical Intervention and Special Educational Needs.



# Appendix



## ST. CHARLES' VC ACADEMY BEHAVIOUR PLAN

| Pupil name:                                                                                                                                                                                                                                                                                                                                 | Class:                                                                                                                                                                                                                               | Teacher: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Date of birth:                                                                                                                                                                                                                                                                                                                              | Medical conditions/needs:                                                                                                                                                                                                            |          |
| Date plan starts:                                                                                                                                                                                                                                                                                                                           | Staff working with the pupil:                                                                                                                                                                                                        |          |
| Date of next review:                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                      |          |
| <p><b>Challenging behavior</b></p> <p><i>What does it look like?</i></p> <p><i>What triggers it?</i></p>                                                                                                                                                                                                                                    | <p><b>Targets</b></p> <p><i>What are we working towards?</i></p> <p><i>How do we get there?</i></p>                                                                                                                                  |          |
| <p><b>Strategies for positive behavior</b></p> <p><i>How do we maintain positive behavior?</i></p> <ul style="list-style-type: none"> <li>• <i>Phrases to use</i></li> <li>• <i>Rewards, motivators</i></li> </ul>                                                                                                                          | <p><b>Early warning signs</b></p> <p><i>How do we prevent an incident?</i></p> <ul style="list-style-type: none"> <li>• <i>What to look out for</i></li> <li>• <i>How to respond (reminders, alternative environment)</i></li> </ul> |          |
| <p><b>Reactive strategies</b></p> <p><i>How do we diffuse the situation?</i></p> <ul style="list-style-type: none"> <li>• <i>What to do and what not to do</i></li> <li>• <i>Phrases to use</i></li> <li>• <i>Calming techniques</i></li> </ul> <p><i>At what stage should another member of staff be informed? Who should this be?</i></p> | <p><b>Support after an incident</b></p> <p><i>How do we help the pupil reflect and learn from the incident?</i></p> <p><i>Is there anything that staff can learn about working with this pupil?</i></p>                              |          |
| <p><b>Agreement:</b></p> <p>Parent name: _____ Staff name: _____</p> <p>Parent signature: _____ Staff signature: _____</p> <p>Date: _____ Date: _____</p>                                                                                                                                                                                   |                                                                                                                                                                                                                                      |          |

## ST CHARLES' VC ACADEMY SERIOUS INCIDENT RECORD

|                                                                                                                                                                                                                                                                         |                                                                                                                                                                                  |                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Name of young person:                                                                                                                                                                                                                                                   | Name of person writing report:                                                                                                                                                   |                    |
| Date & time of incident:                                                                                                                                                                                                                                                | Location of incident:                                                                                                                                                            |                    |
| Name(s) of staff involved:                                                                                                                                                                                                                                              | Name (s) of witnesses:                                                                                                                                                           |                    |
| Reason for intervention: <ul style="list-style-type: none"> <li>• Injury to a person</li> <li>• Damage to property</li> <li>• Criminal offence (homophobia, racism, etc.)</li> <li>• Serious disruption</li> <li>• Absconding (leaving the room or building)</li> </ul> | External agencies informed <ul style="list-style-type: none"> <li>• Medical staff</li> <li>• Parent/carer</li> <li>• Social worker</li> <li>• Police</li> <li>• other</li> </ul> |                    |
| <b>Briefly describe events leading up to the incident:</b>                                                                                                                                                                                                              |                                                                                                                                                                                  |                    |
| <b>Behaviours that occurred:</b>                                                                                                                                                                                                                                        |                                                                                                                                                                                  |                    |
| Verbal abuse                                                                                                                                                                                                                                                            | Slapping                                                                                                                                                                         | Punching           |
| Biting                                                                                                                                                                                                                                                                  | Pinching                                                                                                                                                                         | Spitting           |
| Kicking                                                                                                                                                                                                                                                                 | Hair grab                                                                                                                                                                        | Neck grab          |
| Clothing grab                                                                                                                                                                                                                                                           | Body holds                                                                                                                                                                       | Arm grab           |
| Weapons/missiles                                                                                                                                                                                                                                                        | Head butting                                                                                                                                                                     | Self-mutilation    |
| Pushing                                                                                                                                                                                                                                                                 | Disruption                                                                                                                                                                       | Damage to property |
| Who was at risk?                                                                                                                                                                                                                                                        |                                                                                                                                                                                  |                    |
| <b>Briefly describe events that occurred during the incident:</b>                                                                                                                                                                                                       |                                                                                                                                                                                  |                    |
|                                                                                                                                                                                                                                                                         |                                                                                                                                                                                  |                    |
| <b>Describe any changes made to routines, staff or environment in an attempt to reduce the risk:</b>                                                                                                                                                                    |                                                                                                                                                                                  |                    |
|                                                                                                                                                                                                                                                                         |                                                                                                                                                                                  |                    |

| <b>Diversions, Distractions &amp; De-escalation strategies attempted:</b>                                                                                                                                             |                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Verbal advice                                                                                                                                                                                                         | Limited choice                          |
| Clear directions                                                                                                                                                                                                      | Distraction                             |
| Negations                                                                                                                                                                                                             | Planned ignoring                        |
| Take up time                                                                                                                                                                                                          | Consequences                            |
| Time out                                                                                                                                                                                                              | Humour                                  |
| Change of staff                                                                                                                                                                                                       | Success reminders                       |
| <b>Medical intervention</b>                                                                                                                                                                                           |                                         |
| Injury to child:                                                                                                                                                                                                      | Action taken:                           |
| Injury to staff:                                                                                                                                                                                                      | Action taken:                           |
| Injury to others:                                                                                                                                                                                                     | Action taken:                           |
| <b>Action following the event:</b>                                                                                                                                                                                    |                                         |
| Person responsible for safeguarding has checked this record:                                                                                                                                                          |                                         |
| Parent/carer informed by phone or in person:                                                                                                                                                                          |                                         |
| Parent/carer informed by letter:                                                                                                                                                                                      |                                         |
| Risk assessment to be carried out:                                                                                                                                                                                    |                                         |
| Positive Handling Plan to be completed:                                                                                                                                                                               |                                         |
| Procedural change:                                                                                                                                                                                                    |                                         |
| Student support:                                                                                                                                                                                                      |                                         |
| Staff support:                                                                                                                                                                                                        |                                         |
| Relationship repair:                                                                                                                                                                                                  |                                         |
| Disciplinary action:                                                                                                                                                                                                  |                                         |
| Has any complaint been lodged: YES      NO (details not to be recorded here)                                                                                                                                          |                                         |
| Signed by:                                                                                                                                                                                                            | Role:                                   |
| Staff to be informed <b>BEFORE</b> the Head Teacher                                                                                                                                                                   | PHASE LEADER <input type="checkbox"/>   |
| An informed decision is needed before following the hierarchy of staff. <b>If a child has physically assaulted another child &amp; caused an injury then SENIOR LEADERSHIP TEAM should be informed straight away.</b> | ASSISTANT HEAD <input type="checkbox"/> |
|                                                                                                                                                                                                                       | DEPUTY HEAD <input type="checkbox"/>    |



## ST CHARLES' VC ACADEMY BEHAVIOUR INCIDENT RECORD

Name of Child: \_\_\_\_\_ Class: \_\_\_\_\_

|                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date of Record:                                                                                                                                                                                                                                                                                                         | Reported by:                                                                                                                                                                                  |
| Date of Incident:                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                               |
| Time of Incident:                                                                                                                                                                                                                                                                                                       | Location of Incident:                                                                                                                                                                         |
| Names and Classes of children involved:                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                               |
| <b>Type of Incident:</b><br>Incitement<br>Swearing<br>Name calling (adults' discretion as it may not be a serious incident)<br>Classroom disruption (low level)<br>Unkindness to another child which is not deemed necessary for serious incident form<br><b>PHYSICAL ALTERCATIONS ARE SERIOUS! (Use the blue form)</b> | Not following instructions (adults discretion as it may not be a serious incident)<br>Rudeness to a child<br>Rudeness to adults (serious if persistent)<br>Ridiculing<br>Other<br>What? _____ |
| Brief description of Incident:                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                               |
| Phase Leader's comments of actions taken (restorative/parents informed/plans etc.):                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
| Consequences if needed / further action :                                                                                                                                                                                                                                                                               |                                                                                                                                                                                               |
| Class Teacher's actions regarding the incident (restorative conversation/ sanction). TAs MUST inform class teacher of incidents that the teacher may have been absent for                                                                                                                                               |                                                                                                                                                                                               |

Appendix 4.

| <u>Behaviour</u>                                                                                                                                                                                          | <u>Consequence</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>Step 1 - Wrong Choice</u></b></p> <p>Child day dreaming, looking around, talking (non-disruptive)</p> <p>Talking, distracting others, slow to complete work, arguing with peers, calling out</p> | <p><b><u>Non Verbal</u></b></p> <p>A look, standing near the child, reminder of class rules, praise children nearby</p> <p><b><u>Verbal Request</u></b></p> <p>'Name' your (describe action) please can you (desired behaviour).</p> <p>Praise a child with desired behaviour.</p>                                                                                                                                                                                                                  |
| <p><b><u>Step 2 - Wrong Choice</u></b></p> <p>Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions</p>                                                          | <p><b><u>Verbal Warning</u></b></p> <p>'Name' you have continued to (describe action) you now have to move your name down the traffic light (Amber). If you choose to describe (desired behaviour) you can move back up.</p>                                                                                                                                                                                                                                                                        |
| <p><b><u>Step 3 - Wrong Choice</u></b></p> <p>Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions</p> <p>Disruption to learning</p>                            | <p><b><u>Time out in class</u></b></p> <p>'Name' you have continued to (action), you now need to think about making the right choice (desired behaviour) in time out.</p> <p>Praise another child with desired behaviour.</p> <ul style="list-style-type: none"> <li>- Own table away from others - still on orange</li> </ul> <p><i>A CPOMS record of the child will be made.</i></p>                                                                                                              |
| <p><b><u>Step 4 - Wrong Choice</u></b></p> <p>Swearing directly at an adult, refusal to come in from playtime/lunchtime.</p> <p>Leaving the classroom</p>                                                 | <p><b><u>Sent to Phase leader</u></b></p> <p>'Name' you need to go to time out with phase leader for action. Then you need to (Desired behaviour).</p> <p>If you continue to do action then you will.....</p> <p>Move to Red</p> <ul style="list-style-type: none"> <li>- Phase leaders to track the number of time outs a child has each half term.</li> <li>- On the <u>second time</u> out the phase leader will call parents</li> </ul> <p><i>A CPOMS record of the child will be made.</i></p> |
| <p><b><u>Step 5 - Wrong Choice</u></b></p> <p>Continuation of level 2- 3 offences. Deliberate violence towards a child in the classroom, racist incidents, upturning furniture,</p>                       | <p><b><u>Sent to Assistant Head/Deputy Head of School</u></b></p> <p>Possible sanctions:</p> <ul style="list-style-type: none"> <li>• Time out in isolation for AM/PM</li> <li>• Letter and phone call home</li> <li>• Meeting with parents/carers</li> </ul> <p><i>A CPOMS record of the child will be made.</i></p>                                                                                                                                                                               |
| <p><b><u>Step 6 - Wrong Choice</u></b></p> <p>Physical violence towards staff</p> <p>Leaving the school grounds</p> <p>Climbing on school property</p>                                                    | <p><b><u>Sent to the Head teacher</u></b></p> <p>The head will then decide possible sanction:</p> <ul style="list-style-type: none"> <li>• Internal exclusion</li> <li>• Fixed term exclusion</li> <li>• Lunchtime exclusion</li> <li>• Meeting with parents/ carers</li> </ul> <p><i>A CPOMS record of the child will be made.</i></p>                                                                                                                                                             |

St. Charles' VC Academy

Behaviour Flowchart

1 - Warning



2 - Move to 'amber'

3 - Time out in classroom (CPOMS)

4 - Time out with phase leader (CPOMS)

(twice = phone call home)



5 - Sent to Assistant / Deputy Head (CPOMS)

6 - Sent to Head (CPOMS)

## **Appendix 5.**

### **Agreed Scripts**

#### **30 second intervention**

"I noticed you are (having trouble getting started/ struggling/ etc....

It was the rule about.....that you broke.

You have chosen to ....

Do you remember last week/ yesterday/ this morning when you (celebrate previous achievement).

That is who I need to see today....

Thank you for listening"

(Give the child some take up time)

#### **Seven assertive sentence stems to set you off**

You need to (speak to me at the side of the room)

I need to see you...(following the agreed routine)

I expect.... (to see your table immediately tidy in the next two minutes)

I know you will.... (help...)

Thank you for (letting go of her hair, let's walk and talk)

I have heard what you said, now you must ...(collect your things calmly and move to,...)

We will..... (have a better day tomorrow)

#### **Developed script**

You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... if you choose not to do the work, then this will happen...I will leave you to make the decision.

Do you remember yesterday when you helped me to tidy up, that is the Stefan that I need to see today, that is the Stefan that

I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.

I am not leaving, I care about what happens. You are going to be brilliant.

What do you think the poor choices were that caught my attention?

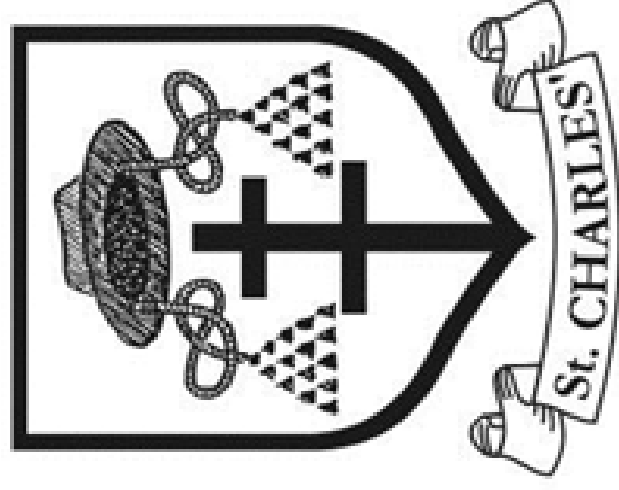
What do you think you could do to avoid this happening in the next lesson?

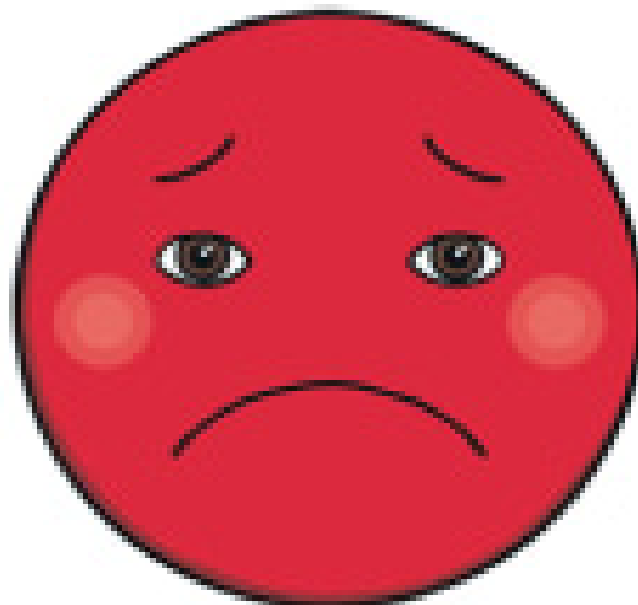
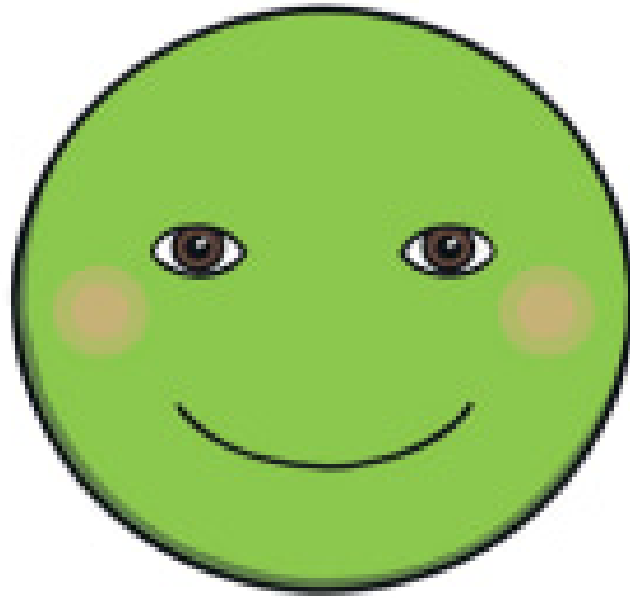
Darryl it's not like you to...(kick doors/ shout out)



# The St Charles Way






1. Be ready
2. Be respectful
3. Be safe





## St Charles Academy – Our Core Values

### What the Superheroes mean...

|                            |                                                                                     |                                                                                                                                                                                                                                                                                                                               |
|----------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>R</u>esilience</b>   |    | <b>Resilient Ruby</b> <ul style="list-style-type: none"> <li>• Working hard and overcoming setbacks.</li> <li>• Working over a longer period to reach a goal.</li> <li>• Learning from our experiences.</li> <li>• Keeping going.</li> </ul>                                                                                  |
| <b><u>E</u>mpathy</b>      |    | <b>Empathy Ela</b> <ul style="list-style-type: none"> <li>• When we show our peers that we care, that we understand how they feel and that we can help.</li> <li>• Working together to a shared goal.</li> <li>• Pooling resources so that we all benefit equally.</li> <li>• Communicating.</li> </ul>                       |
| <b><u>A</u>spiration</b>   |    | <b>Aspiration Arthur</b> <ul style="list-style-type: none"> <li>• Presenting what we have learned or done.</li> <li>• Explaining ourselves.</li> <li>• Sharing our work with other within and outside our academy.</li> <li>• Understanding the bigger picture.</li> <li>• Leading</li> </ul>                                 |
| <b><u>C</u>ontribution</b> |   | <b>Contribution Connoh</b> <ul style="list-style-type: none"> <li>• Playing our part</li> <li>• Doing the right thing, even when no-one is looking.</li> <li>• Being part of a team</li> <li>• Supporting others</li> <li>• Trying our best</li> <li>• Leading a team</li> </ul>                                              |
| <b><u>H</u>appiness</b>    |  | <b>Happiness Hakim</b> <ul style="list-style-type: none"> <li>• Sharing our thoughts with others</li> <li>• Showing that we enjoy what we do</li> <li>• Rewarding each other</li> <li>• Having personal goals</li> <li>• Reaching a target</li> <li>• Improving and getting better at something – making progress.</li> </ul> |

### Rewarding Core Values...

All school staff will look out for when pupils show one of our Core Values. When a pupil demonstrates a Core Value, they will be rewarded with a token to place in the collection boxes in the Hall. Each week, our School Council will count the number of tokens in each collection box to find out which Value we have shown the most that week.