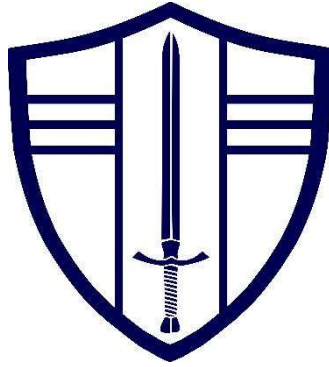


All Saints C.E. Junior Academy



Behaviour in School Policy

2025-2026

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| Reviewed by: K Hurd | June 2025 |
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With God, nothing is impossible.
Luke 1:37

Behaviour in School Policy

Our principles are based on the view that children, parents and the academy are jointly responsible for encouraging and demonstrating positive behaviour. At All Saints we promote high expectations of good behaviour at all times.

We believe that:

- Children come to the Academy to learn in a safe, caring and secure environment.
- We should behave in a caring, respectful way towards other people.
- We should recognise that everyone is different and that their contributions are valuable.
- Problems should be discussed with honesty, trust, courtesy and co-operation.
- Everyone should understand the agreed Academy rules and appreciate the rationale on which they are based. This is achieved by working with the children in their classes at the start of the year to set class rules and responsibilities.
- Through encouraging Christian values and respect for each other, children may be helped to develop their future lives and become positive contributors to society.
- The use of praise rewards and where necessary sanctions, have a part to play in developing positive attitudes and behaviour.
- Our principles should be fairly and consistently applied, with sensitivity to the needs of individuals.
- Equality of opportunity for everyone is central to our principles.
- We should treat property, academy buildings and equipment with respect.

Behaviour

All Saints C.E Junior Academy is a caring and inclusive Church Academy – with extremely high standards of personal behaviour and a strong Christian ethos. We believe that our school vision and values should underpin every aspect of school life.

Our Academy Assertion is: ***With God, nothing is impossible Luke 1:37***

The values we aim to foster have been chosen by the whole school community, with each value supporting us in realising our school assertion. The values are Generosity, Respect, Hope, Resilience and Kindness.

GENEROSITY- makes things possible as it guides us to give to others those things which they need.

RESPECT- makes things possible as it creates an environment in which we feel safe and valued enabling us to do our best.

HOPE- makes things possible as it fosters positivity and creativity.

RESILIENCE- makes things possible as it allows us to see failures and barriers as temporary.

KINDNESS- makes things possible as it allows us to support and encourage others when they face difficulties.

Through God's grace and example we are supported to develop and enact these values within our school and our community both locally and globally.

It is important that in our church school community we:

- Act with respect and follow instructions
- Be kind, considerate of others and show politeness
- Be generous and willing to help
- Be respectful of others, equipment and the school environment
- Be resilient and never give up
- Be willing to reflect on our behaviour

All staff have responsibility to model these expectations and support pupils in developing the skills to work restoratively with each other. We believe that poor behaviour can be an outward sign of other difficulties the child is experiencing.

Rewards

We recognise that positive reinforcement of good behaviour motivates and promotes patterns of behaviour far more efficiently than negative comments or sanctions.

We work with parents to ensure everyone is supporting children in their efforts and we also, where necessary, involve other agencies.

Rewards can be given by any member of staff. They include:

- Stickers
- Certificates
- Dojos points
- Values awards
- Teacher Awards
- Headteacher awards
- FAB awards in class and termly celebration

Sanctions

All sanctions begin with a verbal request: this includes a reminder about the appropriate behaviour required.

Sanction process:

- Child given a verbal reminder of expected behaviour
- Should behaviour continue a reflection mark is made discreetly on next to the child's name on a class list (this is kept on the teachers desk)
- If behaviour continues, a second mark is put by the name. The child will spend 5 minutes reflecting on this behaviour with their class teacher during playtime or lunchtime
- If the behaviour continues, a third mark will be made next to the child's name and they will spend 15 minutes reflecting on their behaviour with a member of Senior Leadership Team at lunchtime. The time is spent reflecting on the behaviours and trying to develop strategies to avoid behaviour which impact others, learning and the classroom environment
- The marks last half a day e.g. up to lunchtime or from lunchtime to the end of day.
- Class teachers will log behaviour on Arbor which allows us to track and monitor a child's behaviour

Behaviour incidents are recorded and analysed for trends in behaviours of pupils. Where there are noticeable trends, parents are contacted by letter or phone and, where necessary, asked to meet with staff to discuss ways forward.

Where necessary assemblies are used to reinforce expectations and celebrate appropriate behaviour. All staff are supported in their behaviour management strategies by Senior Leaders and professional development.

Playground Behaviour

Playground issues are dealt with immediately and resolved where possible before the children return to class. All staff are provided with simple scripts to use to aid reflective conversations and remind children of our zones of regulation strategies and our school values.

Script:

- 1) *I have noticed you are...(behaviour) which is not...(value)*
- 2) *You have continued to...(behaviour) which is not...(value)*
- 3) *This makes me think you are in the...(zone) You need to use your strategies.*
- 4) *If you choose not to use your strategies...(outcome)*
- 5) *I know that you can.*

See play policy for more information about our Opal playtimes.

Continued Poor Behaviour

On rare occasions a child may find it very difficult to follow the school and class expectations and work within the behaviour rules, which can create an unsafe situation. In this case, in discussion with the Inclusion Lead, a programme of behaviour support will be introduced. This may involve point's charts, removal from a classroom or from an activity. This is discussed with parents and carers.

It may be that a change in a pupil's behaviour is related to unmet need or social, emotional or mental health issues. Should members of staff have a concern about a pupil due to this; these can be recorded using the school's safeguarding procedures. Staff are vigilant around such changes in behaviour. All behaviour is a form of communication and needs to be reflected on in this way.

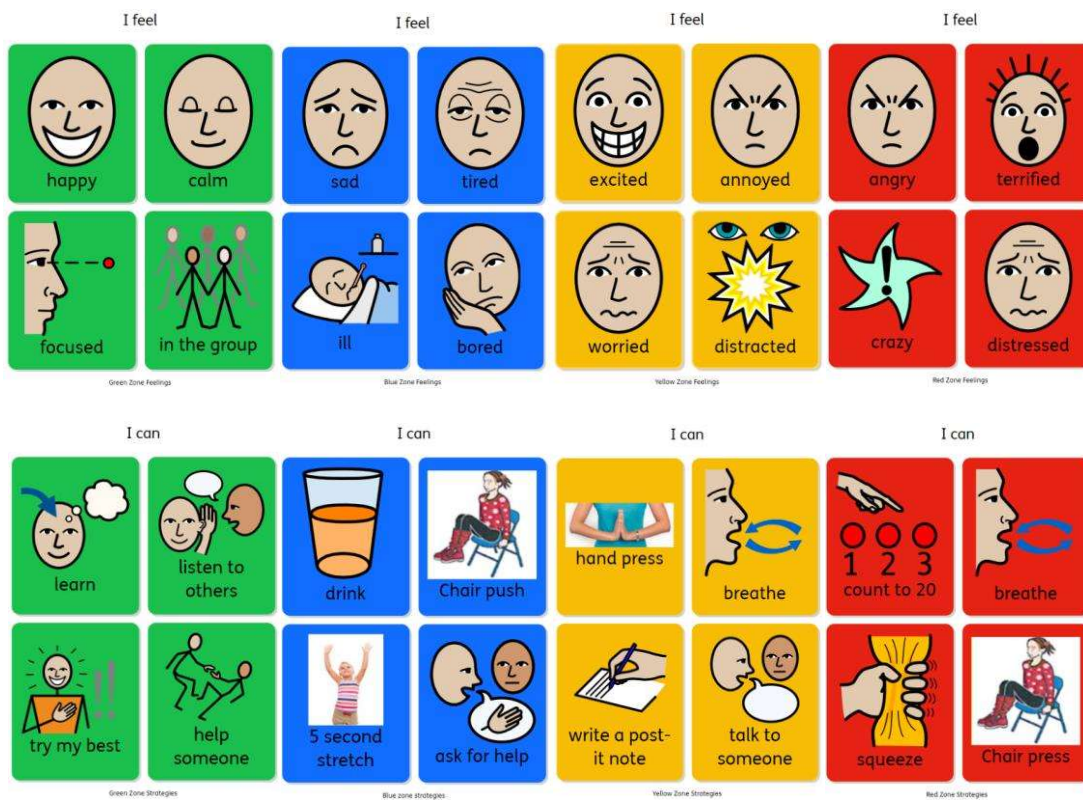
If pupils are regularly struggling to manage their behaviour consideration will be given by the inclusion lead and senior staff to establish if any additional support for the pupils may be required. The pupil's academic, emotional and social needs will be considered as part of any way forward.

Within school a range of measures are in place most notably our Zones of regulation and thrive approach which underpins or class-based practice and both general and targeted interventions are used to improve pupil behaviour. Support is provided to all pupils to help them meet behaviour expectations, making reasonable adjustments for pupils with a disability as required.

In serious instances of poor behaviour, a pupil may need to be suspended or excluded. The school has an exclusions policy which would be followed should this unfortunate need arise.

Zones of Regulation

Zones of regulation is a framework and curriculum. It is designed to help children and adults develop self-regulation skills – the ability to manage emotions, sensory needs and impulses to meet the demands of different social situations. The framework categorises emotions into four coloured coded zones. These zones are displayed in every classroom to allow pupils to begin to recognise and share how they feel. Strategies are displayed next to each coloured zone and teachers refer and model these to support emotional regulation providing children with lifelong skills to ensure children are able to manage their emotional regulation.



Thrive

Thrive is a programme which focuses on supporting a child's social and emotional development. Some of our pupils take part in individual sessions, others in group sessions. These are delivered by support staff led by a thrive practitioner who works with the child using creative and art-based activities which involves discussion that develop the child's social and emotional language and wellbeing. We have also reviewed our curriculum for personal development to ensure that the Thrive approach is fully embedded in classroom practice. All classes have a Thrive assessment undertaken twice per year to understand class-based need and determine suitable targets and provision.

Additional support or advice.

Referrals to outside agencies are also made in discussion with parents to determine underlying causes or solutions to ongoing issues around behaviour which is causing concern in order to support pupils and their families.

Removal from class

On rare occasions it may become necessary to ask pupils to come out of class if they are behaving in a way which is dangerous or detrimental to the learning of other children. If pupils are not able to make this choice an adult will assess whether it is safer to remove the pupil or to move the class to continue their learning to an alternative space. The decision to do this will always be based on the safest option for the children and adults involved.

Positive Handling

There is, on extraordinary occasions, the need to use Restrictive Physical Intervention techniques to prevent a child causing or sustaining injury, damaging property, disrupting good order or committing a criminal act. Linked to *the Manual Handling Regulations 1992, Violence at Work Act 2003, and The Children's Act 2004, The Use of Reasonable Force Guidance 2013 (England)* allows staff to use 'reasonable, proportionate and necessary' force under these circumstances.

All Saints Academy trains staff to use restrictive physical intervention techniques in line with our 'Team Teach' training and principles. A decision to use physical intervention is only ever used as a final resort when other de-escalation techniques have not been successful. Further details of the schools protocol for restrictive physical intervention can be found in the Restrictive Physical Intervention policy.

Searching, screening and confiscation

The Headteacher and other authorised staff can search for items that are banned by the school rules. These are items that are identified as items which may be searched for, however it is difficult to provide an extensive list as banned items may change over time. In general children are not to bring in items which could be used to harm others for example a catapult. Children should only carry into school the items needed for the days learning and should avoid bringing in items of value. Fidget toys and items such as these are banned from school. These items become popular at times however should your child have a sensory need, appropriate support and equipment will be available from our Inclusion lead Mrs Pomeroy.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. *Searching, Screening and confiscation advice February 2014. DfE* In line with this guidance parents will be notified if any new items become banned during the course of the year. However, we would only search pupil's property if we had concern that they may have with them items which may be dangerous to themselves or other pupils, or where there was a concern that pupils had property which has potentially been stolen.

Statement of Behaviour Principles

- All Saints CE Junior Academy is a learning environment. Everyone shares the responsibility for maintaining a safe, secure and positive learning environment.

- Everyone understands they have the right to feel safe, valued and respected.
- All members of the school community should try to treat each other with kindness and respect.
- All students have the right to learn and all teachers have the right to teach – free from any form of discrimination or the disruption of others.
- Staff, volunteers and visitors set an excellent example to pupils at all times.
- Pupils are to show respect and courtesy towards all members of the academy community and are entitled to respect for themselves, by staff and pupils.
- Respect should automatically include care for their own and others' safety, property, health and wellbeing at all times.
- Pupils should feel confident that they are known and valued as individuals, they will be listened to, their views and concerns will be considered and that they can expect fairness of treatment and, where relevant, receive behavioural and learning support according to their individual need.
- Pupils need to know what is expected of them, what constitutes acceptable behaviour, what the consequences of their actions will be and are helped to take responsibility for their actions.
- Good and appropriate behaviour is promoted by purposeful, enjoyable learning, well planned and delivered lessons and well managed classrooms. Positive behaviour is recognised, reinforced, rewarded and celebrated.
- Inappropriate behaviour and poor conduct is dealt with fairly, consistently, swiftly and effectively by using clear and effective behaviour management strategies and age-appropriate sanctions.
- All Saints CE Junior Academy will strive to ensure that appropriate support and provision is put in place for all pupils, in consultation with parents/ carers, so that permanent exclusions will only be used as a last resort.
- Rewards, sanctions and any required restrictive physical intervention are used consistently by staff, in line with the Behaviour Policy.
- All Saints CE Junior Academy encourages a positive relationship with all stakeholders in order to develop a shared approach to involve them in the implementation of policies and procedures and to foster good relationships between the school and pupils' home life.
- The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.