



Stretton CE Academy

'Let your Light Shine'

Behaviour for Learning Policy

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At Stretton CE Academy, we strive for a culture of excellence in which all children have the right to a high standard of education, offering them the best opportunities to work hard, be happy and make good progress. We are a caring and inclusive school, and our behaviour policy is firmly rooted in our Christian values. The behaviour and safety of pupils (and everyone associated with our school) is of paramount importance. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their actions and encourage others to do the same. Our behaviour policy guides staff to teach self-control, supporting children through restorative practices to develop their capacities for personal reflection, and building empathy and self-confidence to enable them to grow as responsible, compassionate citizens. We celebrate good behaviour, recognising our Christian values and our personal qualities.

Our Christian values are:

- Fairness
- Hope
- Peace and Reconciliation
- Love
- Perseverance
- Truth

These values underpin our work in school and staff are expected to praise children whenever they see these values being demonstrated.

Aims:

The school's behaviour policy is designed to support all members of the school to live and work together co-operatively encouraging them to 'let their light shine'. It aims to promote an environment where everyone feels safe, valued, happy and secure.

Our behaviour policy aims to promote good relationships and ensure that all children can learn, enjoy school life, and achieve their full potential.

The school expects every member of the school community to behave in a considerate and respectful way towards others, and for everyone to model considerate behaviour at all times. We use the language of 'spirituality' to reinforce our expectations.

Our approach

We treat all children fairly and apply this policy consistently.

The policy aims to support children to behave appropriately and responsibly and to become increasingly independent members of our community. At all times we seek to encourage them to make good choices about how to behave.

We will consistently address unacceptable behaviour to ensure children are clear about appropriate ways to behave to allow all children to learn. We will always aim to promote the positive and provide opportunities for reflection and reconciliation.

We know that the quality of teaching and learning has a direct impact on children's behaviour. We aim to make our learning opportunities lively, stimulating, and high-quality educational experiences which engage and interest the children and meet their individual needs effectively. We aim to create an environment of mutual respect and consideration so that all children will want to be part of our caring community and behave appropriately.

We adopt a culture of positive behaviour management through a variety of strategies:

- Consistent responses from adults in line with the policy so that children are clear about what is acceptable and what is not.
- 'Fresh start' – children have a fresh start each morning and again after lunch.
- Positive comments, e.g. 'fantastic walking', 'great understanding of others' etc.
- Noticing something new about a child and giving time to each child as an individual.
- Verbal praise and encouragement
- Positive phrasing language, e.g. 'Are we all ready for learning?', 'How can we help each other...?'
- Non-verbal cues
- Ensuring children receive more positive than negative feedback
- Praise of others nearby who are demonstrating the desired behaviour
- Reassuring, gentle contact, if appropriate, for each child
- Use of controlled choices (e.g. two desirable alternatives to choose from)
- Redirection and distraction

At Stretton Academy, we also recognise and promote 'The Stretton Way', which outlines the simple steps we can take to make our school a pleasant place to be by encouraging good manners and consideration:

- Walking in the classrooms and corridors
- Saying 'good morning' or 'good afternoon'
- Welcoming visitors
- Opening doors for others
- Saying please and thank you
- Recognising our mistakes and apologising for them

It is the school's expectation that all adults in school will model 'The Stretton Way' to the children consistently and seek opportunities to praise children when they see it.

Types of behaviour

Children arrive at school with different patterns of behaviour. We recognise that the starting point for each child is different and that some children may find it difficult to manage their emotions. We monitor progress for those with difficulties carefully so that we can provide additional and appropriate support quickly. We are also mindful that circumstances outside school may change and may affect behaviour in school. Whilst this cannot be used as an excuse for inappropriate behaviour, we will seek consistently to find ways to support all children to make the good choices that enable them to participate in all school activities appropriately and to respect others.

The same high standard of behaviour is expected from ALL children. Examples of acceptable and unacceptable behaviour include:

Acceptable behaviour	Unacceptable behaviour
Respecting others and their property.	Rudeness and aggression.
Following instructions.	Fighting or physical attacks of any kind.
Being kind and helpful.	Swearing, racist or sexist comments.
Saying 'please' and 'thank you'.	Name-calling.
Being fair.	Refusing to follow instructions.
Showing consideration for others.	Threatening behaviour, bullying.
Trying hard and doing our best.	Telling lies or answering back.
Being punctual.	Stealing or damaging property.
Valuing others' point of view.	Leaving the classroom/school without permission.
Playing well together.	Behaviour which is offensive or disrespectful.
Listening and responding positively.	Calling out in lessons.

This list is not exhaustive, but representative of our school's expectations.

Curriculum Provision

The PSHE curriculum uses a nationally recognised scheme, Jigsaw, that includes work on self-esteem, building confidence, exploring and valuing diversity, and reinforcing positive behaviour. Jigsaw forms part of the PSHE curriculum and has a high priority within the structure of the school week. Jigsaw encourages children to co-operate with each other, and to value others.

Behaviour outside school

At Stretton, we expect our children to develop as confident and caring citizens who will become role models not only in school, but also in the community. We would therefore expect children to behave appropriately on their way to and from school, and when wearing their school uniform. Behaviour linked to accessing online resources (see online safety policy) at home may also be addressed in school when this impacts on the safety of students. We expect children to behave appropriately when they are engaged in after-school activities that take

place beyond the normal school day – e.g. sports and music clubs, sporting fixtures or when attending school trips. The opportunity to attend visits and trips is a privilege that we want all children to experience and enjoy. Any child whose behaviour places the health and safety of themselves or other children or adults at risk may not be accepted onto trips or permitted to attend after-school clubs.

Whole School Reward system

Children will be given regular and frequent praise and rewards by the staff within their year group to reward good behaviour, good work and effort.

All children should be rewarded frequently with praise including verbal praise and physical items such as stickers for good behaviour, trying hard, good manners and good work. Small stickers/stars should be used regularly in books to reward high quality work.

Each class will also make use of the following whole school reward system.

Let your light shine

Each classroom displays a 'Let your light shine' chart (see Appendix 1) which encourages children to maintain an excellent standard of learning and social behaviour. Children can progress from Green 'ready to learn', to silver and then gold 'excellence'. Each day, children achieving gold will be awarded a Golden Token. These are collected in a jar in the classroom. Classes compete to achieve the highest number of golden tokens each week (calculated as an average per class member) and earn a class reward of 'Golden Time' (e.g. 10 minutes extra playtime/short activity). The winning class is announced in our celebration assembly each Friday.

'The Stretton Way' guide to manners (see Appendix 2) will also be displayed in classrooms, corridors and shared spaces. These will also have displays of Stretton's Christian values which staff use to talk about behaviour choices.

Stars

A 'Star' will be awarded to a child for special effort or achievement in work or behaviour. Stars are collated electronically using the class dojo system.

Stars are cumulative and each half term, all children will be able to choose their reward independently from a 'Stars shop' by spending the stars they have collected. The 'Star shop' will contain a variety of items from which children can choose. The Senior Leadership team will consult with children via the school council to identify items that they would like the 'Star shop' to stock.

This system is designed for all children to be able to achieve an award every time the shop is available. Teachers will monitor stars closely to ensure children earn them at a rate that will enable them normally to be able to buy an award as expected. Where children are struggling to meet expectations and earn sufficient stars, additional support may be required from teachers and support staff to ensure each child can meet expectations.

Stretton Stars

Each week, teachers and support staff nominate one child from each class for a 'Stretton Star' award and they receive a certificate and badge in our celebration worship held on Fridays. Parents will be notified by text by Thursday morning if their child is a 'Stretton Star' so that they are able to attend the achievement assembly if they wish.

Reading Challenges

Reading challenges are set throughout the school year to encourage children to read at home and experience different books and genres

Responses to unacceptable behaviour

Stages and structure to behaviour - 'The Stretton system'

The school's response to behaviour follows a staged approach. Examples of behaviours linked to each of the stages are provided in Appendix 3.

Let your light shine stages

All children start each morning and afternoon on 'Ready to Learn'. If a child is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques, then the following steps should be implemented:

- Stage 1** Clear verbal reminder of the positive behaviour expected, starting with the child's name so they are clear it relates to them, e.g. If B is shouting out, "B, remember that we put our hand up and wait to be called to talk so that we are fair to everyone. Thank you. If I have to remind you again, we will have to move your name to 'Time to Think'. If C is out of her seat, "C, remember we stay sitting in our seats during learning to be safe and so that everyone can concentrate. Thank you. If I have to remind you again, we will have to move your name to 'Time to Think'." This reminder should always be given in a calm voice and encourage the child to make a good choice.
- Stage 2** Second clear verbal reminder as above. At this stage, the child's name will be moved to 'Time to think'. It should always be clear what the child is thinking about and how they can return to green 'Ready to learn' quickly. As soon as a child is meeting expectations and has settled, their name should be returned to green and their success acknowledged.
- Stage 3** Final verbal reminder as stage 1 and child's name moved to 'Do something differently'. Where needed, an adult in the classroom may be used to support the child to make the right choice. Again, once the child is meeting

expectations and has settled, their name should be returned to green and their success acknowledged.

Stage 4

If there is no change in behaviour, then the child's name should be moved to 'Time for a consequence' and the child should be clear that persistent disruption has now led to a consequence being issued.

The consequence should be that the child will miss their playtime with a member of SLT (5 minutes for a child in Reception class). If a child is at this stage before playtime, then it should happen on that day; if the consequence is issued in the afternoon, playtime will be missed the following morning. Class teachers should inform parents at the end of the school day that their child has reached red, and the incident reported on CPOMS, ensuring the behaviour category has been checked.

During any missed playtime, children will reflect on what went wrong and understand how to rectify it. They will complete a reflection form. If appropriate, they may also be asked to write a letter of apology or write down the rules/behaviour they are expected to follow. The purpose of this time is to support the child in reflecting upon their behaviour and to try to help them to develop strategies to manage their behaviour in a better way in the future (see Appendix 4).

Behaviour beyond stage 4

This should be used for very extreme behaviour only. The child should be taken to the AHT or Head of School and work to complete. They should remain with this teacher until the end of the lesson and for no more than 1 hour. Teachers must record any such incidents on CPOMS by the end of the day the incident occurs. A formal letter will be sent to the child's parents/carers and a copy scanned on to CPOMS. If a child is involved in **THREE** such incidents in one week, they will be suspended from school for an appropriate period of time. Please note: In serious cases, where behaviour is dangerous and there is a safeguarding concern, the Head of School or AHT should be called immediately, and the previous stages can be omitted.

Extreme behaviours may lead to instant suspension from school for an appropriate period of time.

All staff and children need to be aware of the sequence of warnings and consequences to be issued. Children must be clear that their actions will have consequences for themselves and others and understand why a sanction is being used. Staff will have the opportunity to review and discuss behaviour management at the start of each academic year. There will also be opportunities to review behaviour needs in consultation with SLT during each term. Children will have the opportunity to review and ensure they understand what is expected of them at the start of each academic year in class and in worship sessions. The values and principles underpinning our Behaviour Policy are revisited consistently throughout the year and referred to in all conversations relating to behaviour.

When any sanction is issued, it should be accompanied by a brief, specific comment explaining why and children should be clear how they can make a good choice and get back on track quickly.

Teachers will record all occasions when a child reaches a consequence (red stage) on 'Let your Light Shine' and all level 2 and above incidents (see Appendix 3) on CPOMS in order to ensure children's needs are understood fully and effective support can be provided. CPOMS is monitored closely by SLT and well-being support staff to inform SEND and nurture provision as well as to evaluate the effectiveness of our Behaviour policy.

Whenever a significant (Stage 4 or above) sanction is issued, teachers and SLT will review provision for that child to consider what else can be done to support the child to be successful.

Specific unacceptable behaviours

The following unacceptable behaviours will result in direct referral to the Headteacher and an appropriate consequence will be determined:

- Racist/ Homophobic comments/actions
- Threatening/aggressive behaviour which poses a danger to the safety of the child/other children/adults
- Physical harm to other children
- Physical violence/aggression towards adults
- Swearing directly at adults.
- Deliberately disrupting the education of others.

In these instances, the parent/carer of the child will be informed of the incident. It will be at the discretion of the Head of School as to what further action will be taken. The personal needs and circumstances of the individual child will be taken into consideration when deciding on an appropriate consequence.

Lunchtime Behaviour

At lunchtime, Midday supervisors will also follow the behaviour code and give **two** calm and personally focused verbal reminders (Stage 1 and 2) to children to follow expected safe and co-operative behaviour, making clear the desirable behaviour expected.

- Stage 1** Clear verbal reminder of the positive behaviour expected, starting with the child's name so they are clear it relates to them, e.g. If B is pulling at another child, "B, remember that we use kind hands so that everyone can play safely. Thank you." If J is playing football when it is not her class turn, "J, remember that we have a timetable for football so that we can all get a fair turn. Remember we let this class play today. Thank you." This reminder should always be given in a calm voice and encourage the child to make a good choice.
- Stage 2** Second clear verbal reminder as above. At this stage, the child should be reminded that they have now had their second reminder and, if they have to be reminded again, they will need to spend some time in the 'Time-out' zone reflecting on what behaviour they need to change. It should always be clear what the child has to do next to be safe and considerate on the playground. As soon as a child is meeting expectations and has settled, their success should be acknowledged, and praise given.
- Stage 3** Final verbal reminder as stage 1 and a child should be told that they need to spend **two minutes** in the Time Out zone of the playground with a Midday supervisor. This should allow time to calm and reflect and be sure what is expected.

Stage 4 If there is no change in behaviour, or a child is struggling to calm and follow instructions, then a member of SLT should be called. **At this stage, the member of SLT will issue a consequence and the child will miss 10 minutes of their playtime with a member of SLT (5 minutes for a child in Reception class).** If a child is at this stage early in lunch playtime, then it should happen on that day; if the consequence is issued later in the lunchtime, they will miss time the following day. Class teachers should inform parents at the end of the school day that their child has been issued with a lunchtime consequence and the incident reported on CPOMS by the member of SLT dealing with the incident, ensuring the behaviour category has been checked.

During any missed playtime, children will reflect on what went wrong and understand how to rectify it. They may be asked to draw a comic strip to support them to reflect on what happened, or complete a reflection form. If appropriate, they may also be asked to write a letter of apology or write down the rules/behaviour they are expected to follow. The purpose of this time is to support the child in reflecting upon their behaviour and to try to help them to develop strategies to manage their behaviour in a better way in the future (see Appendix 4).

Behaviour beyond stage 4

In serious cases, where behaviour is dangerous and there is a safeguarding concern, the Headteacher or AHT should be called immediately, and the previous stages can be omitted. Extreme behaviours may lead to instant suspension from school for lunchtime from school for an appropriate period of time.

If a child continues to struggle to meet lunchtime behaviour expectations, alternative lunchtime provision will be offered.

In extreme cases where children are believed to be unsafe or persistently ignore adult instructions, children may be issued with a lunchtime exclusion which requires them to be collected by parents/carers during lunchtime.

Strategies used by the school to support children in modifying their behaviour

1. Parents/carers may be asked into school to discuss their child's behaviour and to monitor it with the class teacher. The class teacher should inform the Headteacher of this and record all such incidents on CPOMS.
2. If unacceptable behaviour persists, the class teacher should discuss their concerns with the SENDCO. It will be appropriate to inform the parents/carers of this and work closely with them. Behaviour patterns will be reviewed to help inform further support and to provide evidence that can support any referrals and engagement with external agencies.
3. The child may be required to spend some time away from their class under the supervision of a member of the Senior Leadership Team (internal exclusion). They should be sent with work to complete. The class teacher should record that this has been done on CPOMS and ensure (in consultation with the Headteacher) that parents/carers have been informed.
4. A formal report system may be used on a daily basis. Targets will be negotiated with the child and their parents/carers and a time limit would be set and rewards agreed on.
5. Specific concerns relating to individuals will be identified in pupil welfare and behaviour reviews of CPOMS incidents and the Headteacher will agree a plan of support in consultation with the Senior Leadership Team and the Welfare lead. Parents/carers may then be invited into school to discuss their child's behaviour with the Head of School.
6. External support from appropriate agencies (such as the Complex Communication Team, SEMHL, etc.) may be sought by the SENDCO to support the school in developing effective strategies to manage and modify behaviour safely and appropriately.
7. At Stretton CE Academy, we will also provide any further intervention required in the form of direct work or therapeutic services, at the Headteacher's discretion.

Suspension

Where a child is suspended from school (issued with a fixed term exclusion), the parents/carers will be notified without delay, as will the Local Authority. Formal record of the incident will be made on CPOMS, and a fixed term exclusion letter issued advising parents/carers of the reasons for the exclusion, their responsibilities during any period of exclusion and advising of any additional support that can be offered. Work will also be set for the child to complete at home during the period of exclusion, which should be returned to school for marking. Suspension may be used for whole days and parts of a school day, including lunchtime, and, in all cases, the above applies. Very serious incidents including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in suspension. Parents/carers will be notified and expected to attend a meeting with a member of the Senior Leadership Team (usually the headteacher or Assistant Headteacher) before the child returns to school.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated on appeal). The decision to exclude a pupil permanently should only be taken in extreme circumstances:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Incidents involving serious issues such as arson, assault, bullying (verbal or physical), theft, knives or persistent disruptive behaviour are likely to lead to permanent exclusion. In such cases parents/carers are always notified and their right to appeal explained. In any of these cases the school may also involve the police, governors and Local Education Authority. See the trust wide exclusion policy: <https://primarysite-prod-sorted.s3.amazonaws.com/diocese-of-coventry-mat/UploadedDocument/c50be673-0e2f-4bb7-845b-89713cc88847/exclusions-policy-v2-sept-2021.pdf>

Permanent exclusion is always a last resort. We will always take all reasonable steps to support children to be included and supported in our school.

Supporting pupils with SEND

All adults in the school are required, as part of their professional responsibilities, to take account of students' individual needs and circumstances when applying the school's behaviour policy. This primarily refers to students with SEND, but may also apply to other students, e.g. this may include students who are at risk of exclusion, 'Looked After Children', children with illnesses, young carers, or children with EAL. As a school, we will make reasonable adjustments in the application of the behaviour policy to ensure the needs of all children are met, whatever their specific circumstances. When applying sanctions, we refer to the Equality Act 2010 and guidance for schools. Personalised plans will be drawn up at the discretion of the school to ensure appropriate support is provided.

Examples of when adjustments might need to be made include:

1. When a child who is on the autistic spectrum makes a personal comment about an adult or another child's appearance because they do not understand that this was inappropriate.
2. When a child who has speech and language difficulties hasn't followed instructions because they didn't understand the complex instructions.
3. When a child who has additional emotional needs requires an additional short-term reward for achieving personal targets set.

Working with children and parents

At Stretton CE Academy, we believe that it is essential to have good communication and parental/carer involvement to promote good behaviour and discipline amongst the children in our care. Parents/carers should be informed, at least in an informal way, when an expression of a concern is made. We aim, at all times, to communicate openly and supportively to praise successes and progress achieved and to ensure children are given every opportunity to be successful. Annually, parents/carers will be reminded of the school's Behaviour Policy. Children will also have opportunities to revisit the Behaviour policy to ensure they understand its expectations and how it will be applied consistently.

The Behaviour Policy will also be available on the Academy website.

Working with outside agencies

Provision for emotional and behavioural difficulties will be made by contacting the most appropriate agency and working in partnership with parents/carers. In the best interests of the child there must be close cooperation and agreement in working practices between agencies. External agencies may be involved at any time through the usual school procedures. Such Agencies may include the Educational Psychology Service (EPS), Children's Services, SEND Supported, etc.

POSITIVE HANDLING

Very occasionally, situations may arise in which positive handling may be required. Should a child need positive handling to ensure their own and others' safety, a member of staff who has been 'Team Teach' trained may use such strategies as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others' personal safety at risk

Practical methods to defuse the situation should always be considered before positive handling is used, including keeping calm, offering verbal prompts or retreat. Team Teach is based on the principle of 95% de-escalation and staff should ensure that all possibilities are explored prior to positive handling being implemented. Strategies used can be found in Appendix 5. All staff will receive at least annual training on how to avoid being required to use positive handling methods and when to seek help.

'Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent 'side effect' of ensuring that a service user remains safe' (George Matthews, Team Teach director)

If possible (unless safeguarding requires immediate intervention), a member of the Senior Leadership Team should be sent for before any form of physical intervention is used.

DFE guidance states, 'All teachers and staff the head has authorised to have control or charge of pupils automatically have the legal power to use force and lawful use of the power

will provide a defence to any related criminal prosecution or other legal action.’ At Stretton CE Academy, this includes all teachers, teaching assistants, and admin staff. Members of staff should not put themselves at risk. An individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety. If reasonable force is necessary, then staff will ensure that there is at least a second member of staff with them wherever possible.

All instances where positive handling has been used are recorded on CPOMS and parents should be informed as part of their feedback about their child’s behaviour. At Stretton Academy, we have a positive handling form which is completed and scanned on to CPOMS each time positive handling is used.

Where positive handling is part of a child’s special needs plan, they have a positive handling plan which is shared with staff. These plans are also shared with parents/carers (see Appendix 6).

Please also see the Trust policy ‘Guidance on the use of force and Physical Intervention’ <https://primarysite-prod-sorted.s3.amazonaws.com/diocese-of-coventry-mat/UploadedDocument/6475ed94-daca-45c8-99a8-ea9af1e416d8/use-of-force-and-physical-intervention-guidance-v2-february-2022.pdf>

SEARCHING AND CONFISCATION

At Stretton CE Academy, we follow the DFE guidance, ‘Searching, screening and confiscation’ (July 2022)

Searching

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect the pupil may have prohibited items such as knives, weapons, alcohol, illegal drugs, stolen items (not an exhaustive list); any article that the member of staff reasonably suspects has been, or likely to be used, to commit an offence or to cause personal injury; an article specified in regulations (e.g. tobacco and cigarette papers, fireworks, pornographic images). Before any searching takes place, the staff member should explain to the pupil why they are being searched. When a search takes place the designated safeguarding lead should be informed and the incident must be recorded on CPOMS and must include the following information:

- The date, time and location of the search
- The name of the pupil who was searched
- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found

- What action was taken as a consequence of the search
- The law states that the member of staff carrying out the search should be the same sex as the pupil.
- Parents/carers must also be informed.

Confiscation – Any prohibited item(s) found as a result of a search will be confiscated by school staff.

Screening - Schools can require pupils to undergo screening by walk-through or handheld devices. This is due to a schools' statutory duty to ensure the safety of staff, pupils and visitors. Should a pupil refuse to be screened, the school can refuse to allow the pupil on site. In this instance, the school has not excluded the pupil and the absence should be unauthorised.

Further detail can be found in <https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

STAFF INDUCTION

The behaviour policy alongside the school's Safeguarding and Child Protection policy outlines the school's response to any instances of Child-on-Child abuse. All staff will receive at least annual training that enables them to understand their safeguarding responsibilities and appropriate actions to be taken in the event of concerns arising. They will also be trained on the school's behaviour policy to support them to implement the policy fairly and consistently.

TRANSITION

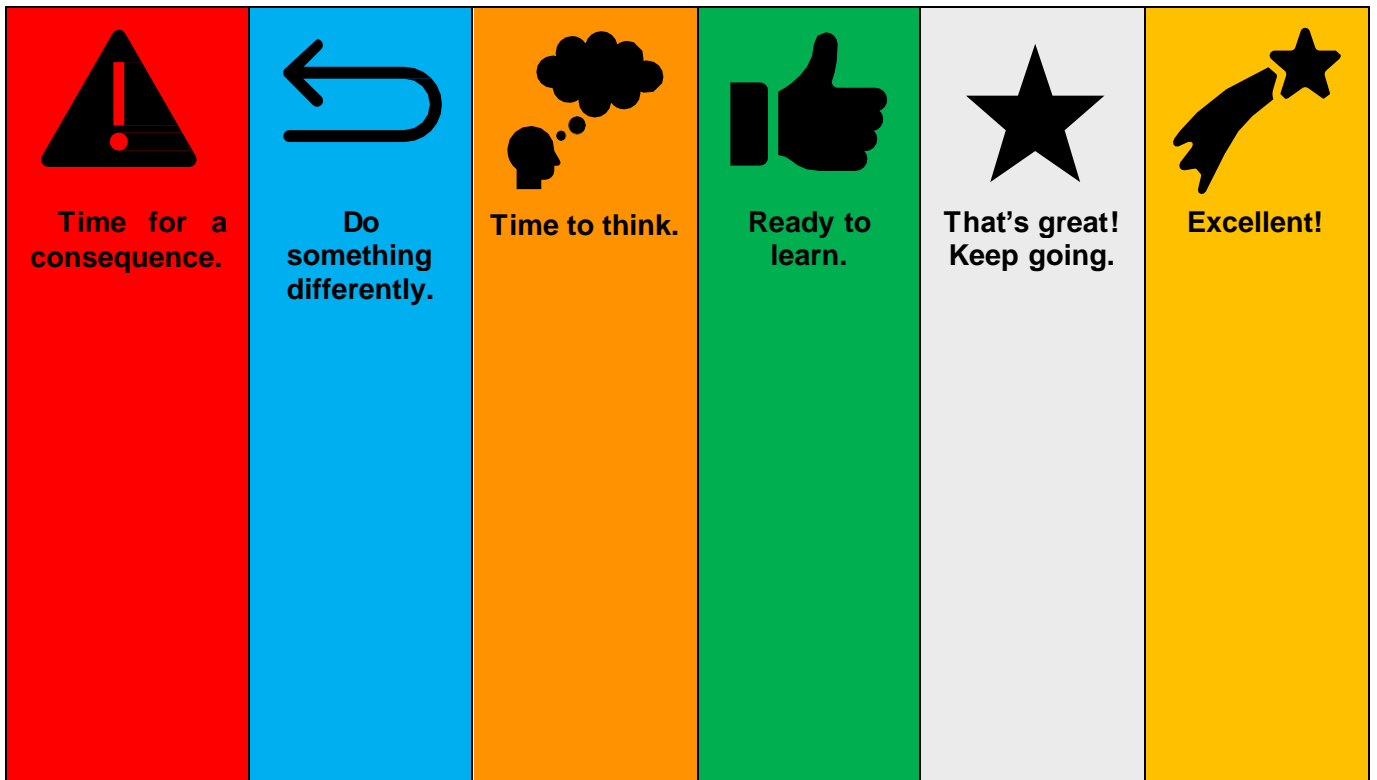
At Stretton CE Academy, we are aware that transition between year groups can be an unnerving and anxious time for children. A whole school transition day will take place annually and, prior to this, children will have the opportunity to complete an 'All about me' sheet for their new class teacher which the staff will receive prior to Transition Day. For pupils with specific needs, enhanced transition takes place. Staff are provided with the opportunity to transfer information which includes strategies that work with pupil for whom challenging behaviour is an issue. The SEND lead will also arrange meetings with class teachers for specific pupils.

DEVELOPMENT MONITORING & EVALUATION

The effectiveness of the Behaviour Policy will be monitored by the Headteacher. This policy will be reviewed annually.

Regular reports to governors on the number and nature of incidents in school will also enable governors to support the headteacher in ensuring the Behaviour Policy is effective.

Appendix 1: Let your Light Shine chart





The Stretton Way

At Stretton, we are safe, kind and respectful.

We always do our best.

- We walk in the classrooms and corridors
- We say, 'Good morning' or 'Good afternoon'
- We welcome visitors
- We hold doors open for others
- We remember to say please and thank you
- We recognise our mistakes and apologise for them

Appendix 3: Examples of behaviours linked to stages of response

	Unacceptable behaviours	Response
Level 1	<ul style="list-style-type: none"> • Off-task talking in class or in worship. • Calling out/interrupting learning • Not on task/wasting time • Running indoors • Distracting another child • Inappropriate use of school property 	<p>Use 'Let your light shine' stages (including reminders) and reward systems to encourage children to make good choices.</p> <p>If behaviours persist and a child reaches 'red – time for a consequence', children will miss 10 minutes of playtime with SLT (5 minutes in reception), teachers will record the incident on CPOMS linked to behaviour, and parents/carers will be informed.</p>
Level 2	<ul style="list-style-type: none"> • Thoughtless unkindness - teasing, name-calling linked to another child's name • Sulking/uncooperative behaviour causing disruption • Rough play/play-fighting • Refusal to complete work • Telling lies • Not being in the right place at lunchtime/playtime 	<p>Use 'Let your light shine' stages (including reminders) and reward systems to encourage children to make good choices.</p> <p>All Level 2 incidents to be recorded on CPOMS by teachers/support staff.</p> <p>If behaviours persist and a child reaches 'red – time for a consequence', children will miss playtime (5 minutes in reception) with SLT and parents/carers will be informed.</p>
Level 3	<ul style="list-style-type: none"> • Making deliberate derogatory comments about another child/adult or a child's family • Using offensive language (swearing) • Shouting inappropriately/deliberately disrupting learning • Dangerous rough play • Saying 'no' to adult/answering back • Deliberate refusal to follow adult's reasonable request • Walking away from an adult • Throwing food in the dining hall • Deliberate damage of property (including school property and that belonging to other children) • Leaving the classroom without permission; going into forest school without permission. 	<p>Move straight to red on 'Let your light shine.'</p> <p>All Level 3 incidents to be recorded on CPOMS by teachers/support staff.</p> <p>Children will miss playtime (5 minutes in reception) with SLT and parents/carers will be informed.</p>

<p>Level 4</p>	<ul style="list-style-type: none"> • Racist/Homophobic comments or actions • Threatening/aggressive language or behaviour which poses a danger to the safety of the child/other children/adults (e.g. swearing at adults) • Physical harm/aggression to other children (e.g. hitting, kicking, biting, fighting, spitting, threatening use of objects) • Physical violence/aggression towards adults (e.g. hitting, kicking, biting, fighting, spitting, threatening use of objects) • Deliberately disrupting the education of others • Dangerous behaviour as a result of refusing to follow instructions (e.g. unsafe climbing on furniture, playground equipment (such as the basketball goals) inappropriately) • Deliberate use of sexualised language • Deliberate mimicking of sexualised behaviour • Bullying (including cyber-bullying) • Theft • Deliberate, persistent or malicious lying • Throwing/tipping furniture • Bringing dangerous items to school • Leaving the school site without permission. • Deliberately urinating on the floor/inappropriately. 	<p>Immediate referral to Headteacher to deal with incident and determine appropriate action.</p> <p>All level 4 incidents to be recorded on CPOMS by adults involved by the end of the day that incident occurred. Parents/carers to be informed by Headteacher (or appropriate SLT member).</p>
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Appendix 5: Team Teach Strategies

De-escalation strategies

95% of Team Teach strategies are focused on de-escalation.

Below are examples of de-escalation strategies that could be applied before the use of positive handling.

- Forced choices (desirable alternatives offered for the child to choose from)
- Distraction – e.g. doing a job, diverting attention with a special interest,
- Humour (used positively)
- Seating – refresh where the child is within the classroom.
- Change of face - consider how to protect and promote relationships.
- Time out
- Listening
- Pre-warning
- Use of a safe space
- Listening to the child's concerns
- Change of conversation
- Give the child an 'out'
- Relocate to another classroom.

POSITIVE HANDLING PLAN – Stretton CE Academy

Name of child:	
Date of plan:	
Review date:	
Medical conditions	
Environments and triggers	
Risk (<i>describe situations which have led to danger in the past</i>)	
Level of risk – low/ medium/ high	

Highlight what has happened and what might happen (*add in any other behaviours*)

Pushes	Throws objects (detail these)	Pinches
Spits	kicks	Hitting peers
Hitting adults	Hitting self	Clothing grabs
Arm grabs	Bites	<i>Add in other example</i>
<i>Add in other example</i>	<i>Add in other example</i>	<i>Add in other example</i>

Prevention (*Changes to routines, personnel or environment which might reduce the risk of this happening*).

Diversions and distractions (*Interests, words, objects which may divert attention and de-escalate a potential crisis*)

Strategies that have worked in the past, or which should be avoided (*tick*)

	To try	To avoid
Verbal advice and support		
Firm clear directions		
Negotiation		
Limited choices		
Distraction		
Diversion		
Reassurance		
Planned ignoring		
Contingent touch		
C.A.L.M talking / stance		
Withdrawal offered		
Withdrawal directed		
Change of adult		
Reminders about consequences		
Humour		
Success reminders		
Other:		
Other:		

Strategies for times where behaviour has escalated and is dangerous:

Examples:

- Use first next steps in a calm voice, explain what is expected of xxx.
- If xxx is refusing thinking time / not making safe choices (throwing equipment / hurting others) adults will support xxx to move to a safe place (*detail this*) by two adults using (*detail how*).
- Adults will remind them that they are going to help them make the right choice and give a clear instruction of what they need to do, step by step.

- Adults will, where appropriate, ensure their own body language is non-threatening to model the expected behaviour, i.e. sitting with xxx when on thinking time.

This document has been circulated to all relevant staff:

Name :	
Role:	
Signed	Date
Name :	
Role:	
Signed	Date

This document has been shared with parents/carers:

Name :	
Signed	Date
Name :	
Signed	Date