

St Bartholomew's Church of England Academy

Relationships and Praise Policy



Romans 12:4-5

Adopted by the Leadership team

Approved by full Governing Body

Signed by Chair of Governors

To be reviewed



A Whole Academy Approach

Every child should BELIEVE that they can BECOME the best version of themselves.

We believe the need for a consistent whole Academy positive approach is important for the happiness, smooth running, and sense of BELONGING within our Academy, that we foster positive caring attitudes in one another and the environment.

We acknowledge that each and every person who joins our church school community has a unique part to play and each person's talents and personalities will be valued and enjoyed. We will support each member who needs help and encouragement, in particular nurturing the self-esteem of all. We will listen with care, and respect, to the views and opinions of one another and value them, responding in a polite, thoughtful manner to one another.

We will each fulfil our responsibilities whether as pupil, teacher or helper – regarding:

- Following the school rules – 'Ready, Respectful, Safe'.
- Upholding our Christian values and vision, 'Believe. Belong. Become' (Romans 12:4-5)
- Punctuality and attendance
- Completing tasks to the best of our ability
- Taking responsibility for our own behaviours

Forgiveness & Reconciliation

RECONCILIATION: "Jesus said, "Father forgive them, for they do not know what they are doing."" (Luke 23:34)

FORGIVENESS: "For if you forgive other people when they sin against you, your heavenly Father will also forgive you." (Matthew 6:14)

At St Barts, all staff and pupils recognise that, as humans, we make mistakes which may well lead to fair consequences. However, all pupils will feel safe enough to know that such



mistakes will always be forgiven, and grudges will never be held: “Nothing you confess will make me love you less”.

Before adults at St Barts can safely and effectively manage a child’s behaviour, we believe that every adult within school must strive for and demonstrate the following behaviours themselves:

- 1) Respectful
- 2) Patient
- 3) Positive and acknowledging

Behaviour for Learning

Pupils know they are safe and that we care. We adopt:

- A positive noticing approach
- Relational practice which is predictable, systematic, consistent and habitual
- A policy which teaches what good behaviour looks like, modelled by all staff within school
- A way to encourage self-discipline and resilience
- A small number of easily understood rules and sanctions
- A uniform and consistent approach across the whole Academy

Within our approach positive remarks are very powerful and influential. Praise is at the heart of positive behaviour management. Praise can be given for the maintenance of good standards, efforts made to adhere to our Christian Vision and Cultures and school rules, as well as for particular achievements. Behaviours are not automatically learned; we need to model to show children what is acceptable and how such behaviours are transferrable to become lifelong skills. To do this we:

- Provide clear, simple and consistent messages regarding the expectation of acceptable behaviour
- Praise children who model the behaviour expected by all
- Use explanation, expression of pleasure, body language and tone of voice to reinforce the expectation of behaviour
- Model, as adults, the positive behaviour we expect from everyone
- Talk about how our Christian Vision and subsequent Christian Cultures give us a behaviour conduct to live by – these being: OOMPH! Diversity, Positivity, Manners, Nothing you confess will make me love you less, Tell the truth even if your voice shakes, Fall down 7 times...stand up 8.

□

Code of Conduct

The care and management of behaviour of the children at St Barts is the responsibility of all adults who are part of our team. We want to allow children the freedom to grow, to develop independence, responsibility, tolerance, and to celebrate their God given uniqueness. We aim to help children towards maturity through knowledge of shared and agreed guidelines for acceptable behaviour, through praise, love and encouragement and through fostering



self belief and a positive self-image. Opportunities to exercise sensitivity, tolerance and self-control are offered across a range of curricular and other experiences.

These are supported by an agreed and well-established framework of rewards and consequences. We encourage children to take responsibility for their actions, understanding the implications and consequences through discussions and, at times, emotional coaching.

St Barts has agreed procedures to monitor lateness, unauthorised absences, lunchtime behaviour, and general conduct in the Academy; we endeavour to support children with difficulties through counselling, building positive relationships, and close liaison with parents and external agencies.

Rules

At St Barts staff will expect children to follow three rules to keep pupils safe, happy and help them to learn well. The rules are:

‘Ready, Safe, Respect.’

The children can articulate these rules and understand what is required to follow them.

Expectations

To understand what the rules of ready, safe and respect look like in our school, we have a set of expectations that we teach the children.

In the classroom	• Classrooms will have their own personalised signal that means all children should stop what they are doing. Examples may include chime bar, bell, call and response, jazz hands. • All children are expected to remain in their seat always. They will need to put their hand up and ask using ‘Manners’ if they need to leave their seat for any reason. • After a teacher has asked a child a question*, other children may interject politely by putting their hands up. As children’s oracy skills develop, they may be encouraged to use kind calling out to interject politely. (*Teachers will ask questions and then select targeted children to respond based on academic need rather than children putting their hands up). • When children work in groups, they are expected to follow these guidelines which will be actively supported by the teacher throughout: ○ Listen respectfully when anyone is talking ○ Everyone is invited to share ideas ○ All ideas are respected ○ Our teacher will actively support us
During Collective Worship	• All children will enter the room silently and music will be calm to encourage this. • All children are expected to listen respectfully • All children are expected to bow their heads during prayer which is invitational



	• Exits will be controlled and quiet - there may be a song playing during this time
Transitions (including breaktime and lunchtime)	• Teachers will make themselves available on the playground from 8:30am actively talking to children and parents whilst ensuring that lines are safe and respectful. • When dismissing children for break and lunch, teachers should do this small groups at a time ensuring that it is calm, respectful and safe. • At the end of breaktime, all children are expected to freeze. Teachers will raise their hand to signal the end of break. Children then raise their hands and are asked to walk to the line. • Lines moving around school are expected to be silent. Children will lead the lines themselves with teachers ensuring transitions are safe and respectful. • All movement around the inside of school will be walking. Any children found to be running inside of school will need to sit outside the Headteacher's office. • At the end of the morning, children will be required to work as a team to keep their table tidy. They will be able to leave the table together when both the floor and the table are clean.
Using the Toilets	• During Lesson Time: ○ Children will put their hand up to request to go to the toilet. ○ Only 1 boy and 1 girl will be able to go to the toilet at a time

Rewards

"Praise is big" at St Barts; the promotion of positive behaviours is key.

Pupils at St Barts have said that when they receive positive comments they feel: "Happy, safe, excited, grateful to be at school" and that they "want to do even better."

We believe that we need to build emotional currency and trust with the pupils within school enabling them to feel safe and that they BELONG. Rather than utilise reward systems, such as house points, we positively 'notice' and acknowledge pupils' good choices and progress, however big or small! Staff members will be constantly looking out for the living out of our Christian Cultures, or pupils simply going 'over and above'. Staff will award pupils with written acknowledgement of their good choices; this written acknowledgement may be recorded on a St Barts 'Believe. Belong. Become' proforma (see appendix 1) or simply a piece of paper.

Other rewards include:

- Verbal praise
- Recognition board
- Golden Table selection
- Messages sent home to parents via Class Dojo
- Stamps or stickers
- Certificates
- Class rewards



- Star of the Week



Consequences

We believe that children should understand that where a choice is made and an action taken there will be a consequence, whether positive or negative. At St Barts, we use a consistent staged approach to the giving of sanctions. We also teach pupils to “disagree well” to help prepare them for the later stages of their life.

Making the wrong choice

We recognise that there will be occasions when there will be problems of behaviour, for many reasons. We should try always to understand the reasons for why a child has made the wrong choice, so that we can deal with it most effectively. When dealing with problems, it is important always to label the behaviour and not the child.

Low Level Disruption

It is important to have a consistent policy for dealing with misdemeanours. For some children who have difficulty in finding the right behaviour it may be appropriate to focus on, and try to correct, only one problem at a time.

Examples of low-level disruption: -

- Not settling to the task
- Not listening attentively
- Distracting others by tapping equipment (rulers, pencils etc)
- Poking others in the classroom
- Interfering with the work of others
- Refusing to collaborate or share
- Being careless with equipment
- Being too loud
- Not being ‘Ready, Respectful, Safe’

When seeking to support children with changing their behaviours away from low level disruption, it is vital that adults first and foremost know that child and understand what their behaviour may be trying to communicate.

To aim to end the low-level disruption, staff should **first** begin with a short verbal or non-verbal cue that is not demeaning to the child. If the non-verbal/verbal cue becomes repetitive, enter the steps of restoration to support the child to re-engage with their learning.

All language used by adults during reminders and last chance conversations should reference our school rules and Christian Cultures.

At every stage consider if the child needs to de-escalate or take additional processing time.	Step 1	Reminder of the simple rules: ready, safe, respect. <i>e.g., Remember XXXX, we need to be always ready.</i>
	Step 2	Quick check in with the child following this script (as close to as possible) with the aim of the child knowing that you are holding them in mind: “Reminder, our rules are ready, safe and respect. I have noticed that today you’re having difficulties with What’s up? /Tell me more about that...? If you’d like, we can catch up at X” x <i>could refer to breaktime, lunchtime, during a lesson change over, afterschool – whatever is convenient to the adult.</i>
	Step 3 This stage must be logged on CPOMs on the day it occurred.	Last chance conversation. Speak to the student privately and then give them a final opportunity to engage. Refer to previous examples of good behaviour. Use the scripted intervention. Always say “Stay behind 2 minutes after class” when the child reaches this step. The 2 minutes is owed when the child reaches this step, it cannot be moved and should not be a negotiation. The 2 minutes must take place with the teacher giving this step. If the teacher is on break duty, the child should stand with them for 2 minutes. <u>“I noticed you are... It was the rule of ready/safe/respect That you have chosen to not follow. So you have chosen to lose 2 minutes of your break. Do you remember ...historic event that was positive.... That’s is who I need to see today. Thank you for listening”</u>
	Step 4 This stage must be logged on CPOMs on the day it occurred.	Refer the pupil to a senior member of staff who will aim to determine any underlying reasons behind the child’s choices. Parents may be called in.
	Step 5 This stage must be logged on CPOMs on the day it occurred.	Repair. This is a restorative conversation between the adult who has given the step and the child. This should not happen in the immediacy of the moment but could be a meeting at lunchtime or indeed with parents if necessary. You should choose 5 of the restorative questions to discuss (See appendix 2)

Any incidents involving racist, homophobic, bullying or repeated incidences of sexual harassment behaviour will be referred immediately to the Headteacher.



Incomplete or Substandard Work

We pride ourselves on teachers knowing their children and having a strong knowledge of the ability of each child. There may be times when children have not completed their work due to behaviours they have been showing. On these occasions, children will be asked to complete this work either during their break time or lunchtime. With agreement from their parent or carer, they may also have to take this work home with them. Work that is not presented acceptably for the ability of that child may have to be repeated by the child.

Persistent Poor Behaviour

If behaviours are linked to a child's Special Educational Need, they will receive differentiated support and further support from external agencies may be sought e.g., Educational Psychologist. Staff are trained on potential reasons for negative behaviours including childhood development, attachment and trauma.

Persistent poor behaviour must also be logged on CPOMs. SLT will be monitoring this and may suggest that a child is moved onto a behaviour plan. The creation of a behaviour plan (see appendix 3) will be made in conjunction with the child, their parent/carers, the class teacher and a member of the Senior Leadership Team at a meeting. One behaviour that the child is having difficulty with should be identified on the behaviour plan along with strategies that everyone is going to follow to help that child meet that target. This target is then reviewed 2 weeks later with the child, their parents/carers and the class teacher. A member of the Senior Leadership Team may attend this meeting. The class teacher then has the responsibility to ensure that this behaviour plan is uploaded to CPOMs and shared with all adults that work with that child including, but not limited to, PE, Art, visiting music teachers and support staff. If the child does not meet this target at any time, they are to be immediately spoken to in private about meeting this target.

Lunchtimes

The three school rules of Ready, Safe and Respect apply at all times including lunchtimes. Staff will support children to adhere to these rules through praise of children making the right choices and using steps of restoration if they need further support. Lunchtime staff will distributed Lunchtime Super Star stickers to pupils who are following the school rules or modelling great playground behaviour. Pupils wearing these stickers will be placed on the recognition board upon their return to class.

Lunchtime Steps of Restoration

At every stage consider if the child needs to de-escalate or take additional processing time.	Step 1	Remind children of the school rules: Ready, Safe, Respect
	Step 2	Quick check in with the child following this script (as close to as possible) with the aim of the child knowing that you are holding them in mind: "Reminder, our rules are ready, safe and respect. I have noticed that today you're having difficulties with What's up? /Tell me more about that...? If you'd like, we can catch up at X" x could refer to breaktime, lunchtime, during a lesson change over, afterschool – whatever is convenient to the adult.
	Step 3	Contact the Senior Lunchtime Supervisor in a private way that does not involve other children passing messages about behaviours. A walkie-talkie could be used.



		Senior Lunchtime Supervisor will decide whether the behaviour needs to be passed onto the class teacher or a member of the Senior Leadership Team
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Lunchtime staff will be made aware of any concerns or behaviours to watch out for by the Senior Lunchtime Supervisor.

Behaviour Interruptions

Certain children in school have been identified on their provision review documents as requiring a behaviour interruption to help de-escalate. Staff may send that child to complete a specific job (e.g. collecting pencils from another classroom or passing a note to a teacher) so that they are able to remove themselves from the situation that is causing their behaviour to escalate.

Child on Child Abuse - Bullying

At St Barts, we define bullying as persistent and deliberately unkind behaviour.

Child-on-child abuse, also known as peer-on-peer abuse, is when children behave in a way that is abusive to other children. It can include:

- Physical abuse: Hitting, kicking, shaking, biting
- Sexual abuse: Sexual violence, sexual harassment, upskirting, and causing someone to engage in sexual activity without their consent
- Emotional abuse: Name calling, spreading rumors, social exclusion
- Bullying: Online bullying, intimidation, or threats of violence
- Initiation/hazing: Rituals, challenges, and other activities that involve harassment, abuse, or humiliation

Bullying of any form is not tolerated at St Barts. Any report of bullying is taken extremely seriously and will be investigated to ascertain whether the report is substantiated. Repeated incidents may well lead to school exclusion. Pupils at St Barts can articulate what we would say to bullies: "Oi you! Get out!"

When non-criminal poor behaviour or bullying occurs off the school premises and is witnessed by a staff member or is reported to school, staff have the responsibility to follow such reports up and action our school behaviour policy.

Reasonable Force

Positive handling is much more than just physical restraint. St Barts, physical restraint is a last resort once all other options have been exhausted, unless there is an immediate risk to the safety of the child, others or property and no alternative is available.

High risk children, whose behaviour may be deemed to be unsafe to others, will have a risk assessment in place and shared with all parties involved including parents.

There will also be a behaviour support plan which details triggers, behaviours that are seen and de-escalation strategies that are known to work with the child. These are personalised to the child and may be written in consultation with outside agencies such as the Complex Communication Team.



Positive handling is a strategy that is employed to defuse a situation, it may include, depending on the child and situation, attempts to distract, diffuse and de-escalate first will be made. This could also include a change of adult dealing with the situation. Staff will remain calm when talking to the child, offer reassurance and give them a 'get out'. On occasion this might mean stepping away from the child to allow them to calm themselves or using firm instructions to remove them from the situation.

Staff will have regular training on de-escalation techniques to ensure that they are up-to-date and appropriate for the context of our school. This will be led by school staff and/or outside agencies.

Whenever a high level of positive handling is used, including physical restraint, parents will be notified, and a discussion will be had around the behaviours that led to this action and what will happen next. The children will also be spoken to, when they are in a calm state to do so, about how they felt and what could happen next time to support them.

Power of search without consent and confiscation

If a member of staff has reasonable grounds for suspecting that a pupil may have a prohibited item * then under the Headteacher's authorisation, they have the power to search a pupil's belongings without the pupil's consent. School staff can also confiscate any prohibited item found as a result of a search, or any item they consider harmful to school discipline.

*Prohibited items would include Knives/weapons/alcohol/drugs/stolen items/tobacco/fireworks/nude images/any item banned by the school rules.

Malicious Allegations

Malicious allegations against staff will be recognised as a serious breach of our school rules: Ready. Safe. Respect, and will therefore require parental involvement at some point during the investigation. The reason for the malicious allegation will be investigated and may require safeguarding or mental health intervention with the pupil and appropriate agencies. The accused member of staff will also be safeguarded during any investigation taking place and extra time will be dedicated by senior leaders to check on their wellbeing. Decisions as to whether extra support will be needed will be jointly decided during the investigation process.

Recording Behaviours

All observations and records of behaviours are logged onto CPOMs (Child Protection Online Management System) by members of staff. Senior leaders and designated safeguarding leads are notified of all entries and therefore have access to/knowledge of all incidents. Behaviours must be recorded under the following categories on CPOMs:

- Abuse towards staff
- Low Level Disruption Lunchtime Behaviour
- Pupil Property Search
- Restorative Chat with SLT
- Step 3
- Step 4
- Step 5 – Restorative Chat
- Suspension
- Use of Team Teach



Senior Leaders will examine patterns of different behaviour categories during weekly meetings using reports generated from CPOMs. Dependent on their findings, leaders will address areas of concern – this may include whole school reminders, policy changes, or adaptations to the curriculum.

Suspensions and Exclusions

All pupils need to believe that they BELONG to our school and that they are wanted and loved. However, if a pupil behaves in a manner that is unsafe for them or to others, the Headteacher will determine whether a suspension or exclusion is required.

A reintegration meeting will be held after any suspension where targets will be set and the 'slate wiped clean' – 'Nothing you confess will make me love you less.'

In the event of a behaviour being serious enough to warrant an exclusion, the MAT Exclusions Policy should be followed.

Damage to Property

The Governors reserve the right to charge parents/carers for repair or replacement for non-accidental damage to property.

Policies Linked to This One

- Suspension and Permanent Exclusions Policy
- Teaching and Learning Policy
- SEN Statement of Entitlement
- Spirituality

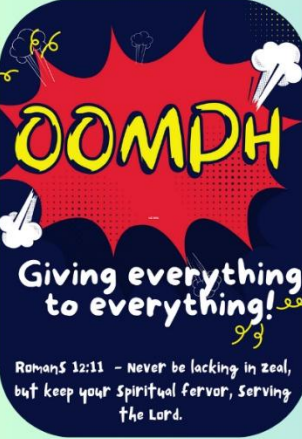
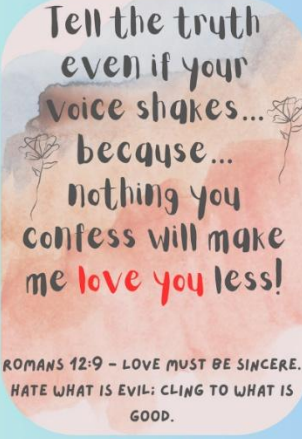


Appendix 1 – Christian Cultures Celebration Certificate



St. Bartholomew's
Believe, Belong
BECOME

Thank you for showing...

 ☐	 ☐	 ☐
 ☐	 ☐	 ☐

Awarded to:

Given by:



Appendix 2 – Restorative Questions

Further information and the origins of these ideas can be found in Chapter 8 of Paul Dix's book: *When the Adults Change, Everything Changes*.

Choose five of the following questions to discuss with the child.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Support for the Conversation

Three things to do if the child 'clams up'

1. Ok, imagine if there were... (people affected/a way of putting right/things you could do differently). What would they be?
2. 1-10 scales: 'On a scale of 1 to 10, how angry were you?'
3. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Mrs Tait sit with you and help you with the answers?'

How to Conduct Yourself in the Meeting

The following ideas are suggestions from Paul Dix

Walk and talk for the meeting

1. Find a neutral space to carry out the conversation
2. Don't sit behind a desk or on it
3. However irritated you were/are with the behaviour that provoked the meeting, try to focus on the outcome you want.
4. Reserve enough time for the meeting. 'I've only got five minutes before my next lesson but...' will not lead to a productive meeting. It may take 10 minutes so leave 15 minutes available
5. Resist the urge to take copious notes. It makes the pupil feel that their every word is being recorded and it is not conducive to thinking and speaking freely.
6. Have a glass of water ready for the pupil
7. Leave the office/classroom door open while you have the meeting
8. Answer the questions yourself, not on behalf of the child but with your own reflections
9. Be careful not to use judgemental language. It will taint the conversation and encourage a purely defensive reaction in the child
10. Resist any interruptions with, 'This is a really important meeting – can I see you later?'
11. Don't nit-pick uniform, tie, coat, hat and so on at the beginning of the meeting. It will simply reaffirm the hierarchy and set the meeting off in the wrong direction. It is difficult to tell someone off one minute and then elicit an honest, calm and thoughtful rear view of their own behaviour the next.



12. End the meeting well. Plan how you are going to bring things to a conclusion. Take care to not open up other business at the close: 'Oh, before you go, there was a problem with...'

Appendix 3 – Behaviour Plan

Behaviour Plan



Child's name:

Class:

Meeting date:

SEN level:

Present:

(This meeting should include class teacher, a member of SLT, parents and the child)

Reason for the meeting:

What is the one focused behaviour that the child is having difficulty with?

Target for the next two weeks:

I will ...



Strategies for all to use, these will be shared with all key adults:

Copy given to: parents ☐ class teacher ☐ SENDCO ☐

Review meeting date:

Present:

Review of target and strategies:



Behaviour Plan Guide



Child's name:

Class:

Meeting date:

SEN level:

Present:

(This meeting should include class teacher, a member of SLT, parents and the child)

Reason for the meeting:

What has the behaviour been like?

What are they finding difficulty with? Be specific

Ask the child "What's up?/ What's going on?"

Word these in the box as "difficulty with" bullet points.

What is the one focused behaviour that the child is having difficulty with?

Choose one difficulty as a priority to address.

Target for the next two weeks:

I will ...

Make these SMART – refer to the SMART target guide



Strategies for all to use, these will be shared with all key adults:

Realistic as they need to be stuck to

Must be set up by next day by class teacher

*Please note that if they are not working, edit them during the 2 weeks, do not wait for the end of the 2 weeks to say they didn't. Some strategies will take a few attempts to embed consistently.

Copy given to: parents ☐ class teacher ☐ SENDCO ☐

Review meeting date: **SET THIS IN THE FIRST MEETING – 2 WEEKS TIME**

Present:

Review of target and strategies:

If achieved = lots of positive praise recorded, but ensure that this is the continued expectation/ The child now goes back to the standard behaviour policy

If not achieved = consider if the 1st target was the right one, have this discussion with SLT prior to the meeting, was it the right difficulty? Was the target SMART? Were the strategies the right ones? Is this the right pathway for the child – consider SENDCO referral form, moving to the stages on the flow chart.

