



St. Augustine's Catholic Voluntary Academy, Stamford

Behaviour and Relationships Policy

Date : December 2023

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This policy will work in conjunction with the school's

- ☐ Anti-Bullying Policy
- ☐ Acceptable Use Policy
- ☐ Social Media Policy
- ☐ Safeguarding Policy
- ☐ SEN Policy
- ☐ Equality Policy

This policy has been written in conjunction with national recommendations and guidance:

- ☐ **The DfE Behaviour In Schools (2022)**
https://consult.education.gov.uk/school-absence-and-exclusions-team/revised-school-behaviour-and-exclusion-guidance/supporting_documents/Behaviour%20in%20schools%20%20advice%20for%20headteachers%20and%20school%20staff.pdf
- ☐ **The DfE Case Studies of Behaviour Management Practices in Schools Rated Outstanding (2017)**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf
- ☐ **The DfE Character Education Guidance (2019):**
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/904333/Character_Education_Framework_Guidance.pdf
- ☐ **The DfE Mental Health & Behaviour In Schools (2018)**
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- ☐ **The DfE Special Education Needs Code Of Practice (2015)**
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- ☐ **The DfE Equality Act 2010**

The Lead Behaviour Professional at St. Augustine's Primary School is Tina Cox (Headteacher)

- ☐ The aim of this policy is:
 - o To ensure **high expectations of behaviour** for all children is a clear part of the school's Catholic ethos and virtue ethics, explicitly taught and supported where needed.
 - o To ensure a consistent and effective approach to how we teach and support **positive relationships** between everyone in the school and develop excellent behaviour, based on mutual respect, tolerance, dignity and equity.
 - o To ensure a consistent and effective approach in how to help children develop strategies and an understanding of **good moral characteristics** through a focus on our school's chosen Catholic virtues:
 - **love of learning and determination,**
 - **hope and confidence,**
 - **honesty and forgiveness.**
 - **love and respect,**

- **friendship and kindness,**
- **love of neighbour and self-control,**
- To nurture and develop well behaved, kind, unprejudiced, respectful and empathetic members of society through an understanding and application of **fundamental British Values** , **the Protected Characteristics and the Principles of Catholic Social Teaching.**
- To ensure a consistent and effective approach is used, **linked with direct teaching of the Zones of Regulation, to help children understand their behaviour** and the impact it has on others around them, **and over time learn to recognize and self-regulate their emotions.**
- To develop **characteristics of resilience and self-esteem** alongside an active engagement in the **NHS 5 ways to wellbeing**, in order to promote and support mental health and wellbeing.
- To **safeguard children** by ensuring everyone is aware of and reporting concerns regarding changes in a pupils behaviour, and/or being aware that poor and unusual behaviour can be a sign of an underlying safeguarding concern.

Key Principles

1. We believe everyone has the right:

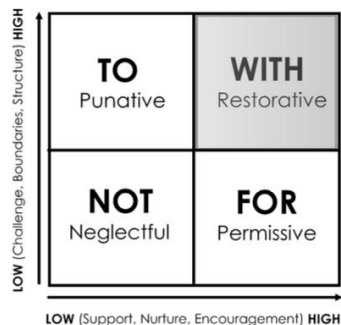
- ☐ to feel safe, healthy and happy;
- ☐ to be treated with respect, dignity and equality;
- ☐ to learn or to teach, or to do their job.

At St. Augustine's Catholic Voluntary Academy, we believe that everyone has a responsibility **as a disciple of Christ,** to uphold these rights and to ensure high expectations of behaviour, manners and mutual respect are developed as children grow.

2. **Children will not be able to learn effectively, until they feel happy, safe and secure.** Our primary responsibility is to ensure children develop excellent relationships with adults and other children, so that the rights outlined above for all children and staff are upheld.
3. **We recognise that behaviour is a form of communication.** Children always have a reason why they choose to behave the way they do. Our responsibility is to listen, observe and use our professional expertise and wider network to try to understand their needs and help the child to overcome any difficulties over time. **We also use the Zones of Regulation principles to help children to understand their own feelings and how they can influence behaviour.**
4. **We recognise that behaviour, mutual respect, kindness and manners can be taught.** As children develop, they can learn how to socialise, respond and react appropriately to a range of different circumstances and differences between people. Some children will excel in this area whilst others find this area inherently challenging due to environmental, genetic or medical reasons. It is our responsibility to support all children to develop these positive characteristics **and flourish, through our 'Flourish in Love' behaviour curriculum,.**
5. **We recognise that some children** (due to underlying medical needs, environmental or genetic differences), **will not be able to develop these positive characteristics at the same rate or in the same way as others.** They may need additional support and understanding to help them reach their personal

potential and help them function happily within the school and wider society. Adults and children need to be aware of the differences between children that find developing these characteristics more difficult, the reasons why and how best to support them **through relevant adjustments and adaptations.**

6. We will ensure good behaviour and manners are instilled and encouraged through **positive approaches and relationships**. Our school focus on Catholic Virtue Ethics, the Gospel Values and **the use of Restorative Approaches** by all staff and visitors to the school ensure that we follow the social discipline model below to support children:



7. **Having a positive relationship with children will be the largest deterrent to unwanted behaviour**, and managing unwanted behaviour using that positive, trusting and forgiving relationship will have the largest impact on reducing unwanted behaviour in the future.

Expectations

- ☐ Our expectations are outlined in our whole school rules below, **in line with our school Mission Statement:**

Let all that you do be done in love

1 Corinthians 16:14

Our School Rules

help us to

FLOURISH IN LOVE

We love learning and are determined

We are hopeful and confident

We are honest and forgiving

We are loving and respectful

We are friendly and kind

We love our neighbour and show self-control

- ☐ Class Rules are also generated at the beginning of each year, following class discussion and agreement. They require re-visiting once a term and whenever expectations need to be reiterated to the class, groups or individuals

- Pupils have chosen twelve guiding school virtues which outline their commitment to practising these habit-forming behaviours in everything they do. They inform how they behave and their attitudes to one another within the school community, family, the wider community and the environment. These form the foundations of the Flourish in Love Behaviour Curriculum, making direct connections with and to:
 - Fundamental British Values
 - NHS 5 Ways To Wellbeing
 - 9 protected Characteristics
 - 7 Principles of Catholic Social Teaching

Behaviour Support & Intervention

- Our support for developing excellent behaviour and relationships in school is driven by:
 - The taught Flourish in Love Behaviour Curriculum, which has a focus day at the beginning of each half term and is then referred to daily from morning meditation to end of day reflection.
 - Relational and social approaches and the use of Restorative Practice. These approaches will support a vast majority of children in making good choices, developing positive characteristics and avoiding unwanted behaviours.
 - A Wellbeing Procedure which teaches the Zones of Regulation principles from EYFS to Y6, to develop a common language and understanding of emotions and how they affect our behaviour.
 - Reward systems rooted in our school virtues e.g. earning 'Virtue Points' for practising our school virtues.
 - For those that require further support and intervention, a graduated sanctioning approach is used to ensure a consistent and robust response to ongoing unwanted behaviour.

1. Positive Strategies – Quality First Approaches

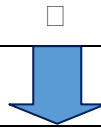
Whole School:

- An engaging curriculum with high quality 'encounter' and immersion experiences
 - Carefully planned and prepared curriculum, delivered by well-trained staff
 - Adaptive approach to teaching to ensure high levels of support and challenge
- Taught Behaviour Curriculum – Flourish in Love – with clear behaviour expectations, rewards and sanctions which are also shared with parents (see Appendix 1)
 - On-task pupils who are consistently engaged in learning
 - Careful seating plans that ensure all children feel included and able to flourish
 - Supportive learning environment that doesn't over-stimulate
 - Virtue Passport system
- Developing positive relationships amongst staff and children, rooted in respect and nurture
- Wellbeing procedure which develops emotional literacy in children and a common language across the school; an understanding that emotions can inform behaviours with strategies to support children in managing their feelings and emotions. (Appendix 3)

Teacher Led/Year Group Led Examples:

- Affective Statements (When you....I feel....So)
- Proximal Praise (praising the next door child)
- Positive notes home to parents or other key members of staff e.g. on Seesaw

- ☐ Positive reward systems, both immediate and cumulative – both whole class and individual
 - ☐ Roles & Responsibilities
 - ☐ Cue cards, reminders and prompts
 - ☐ Non-Verbal and Verbal Cues
 - ☐ Negotiables and Non-Negotiables
 - ☐ Distraction techniques
 - ☐ Consequence Mapping
 - ☐ Behaviour contracts, agreements and plans
 - ☐ Sensory and Movement Breaks
 - ☐ Classroom Regulation Stations
 - ☐ Safe Spaces around school
 - ☐ Timetable adjustments
- ☐ Agreed reasonable adjustments as part of SEN Profile or EHCP



2. Wellbeing Procedure

Our behavior policy aims not to openly shame or humiliate children, instead basing any disciplinary behavior in positive relationships, trying to find the 'strong's' before the 'wrong's'.
Each classroom has a Flourish In Love display board, reminding them of the school mission statement and virtues.
Each child commits to following these by adding their name on a heart to the board.

Children are taught the '**Zones of Regulation**' approach to identifying their emotions and energy using **four colours** as follows:

Blue – low energy, lethargic, not in the best frame of mind to engage and learn well

Green – good level of energy, engaged and ready to learn

Amber – Energy levels are heightened and emotions such as excitement or frustration are starting to affect their ability to engage, concentrate and do their best

Red – Children's emotions (such as anger or over-stimulation) are now stopping them, and possibly others, from learning. Children need to regulate before continuing.

Children and staff will use the correct language to identify their behaviours, linked with their emotions and energy, with support as needed and more independently over time.

Pupils have access to a classroom regulation station, movement breaks, a wellbeing room (Shiloh) and a regulation room (Mount Tabor), as part of positive and purposeful strategies to manage feelings and emotions and return to positive learning in the classroom as soon as possible.



3. Graduated Sanctioning

Although normally sequential, the approach given will be proportionate to the nature and severity of the issue and take account of the child's special education needs.

- ☐ Stage 1-4 sanctions (Reflection Points) recorded on Arbor, notifying parents. Sanction appropriate to incident and pupil, decided upon by appropriate adult. Will include restorative questions and conversations (see Appendix 2).
- ☐ Reflection Report
- ☐ Seclusion*
- ☐ Timetable Reduction* (register less than 25 hour timetables with LA Attendance Team, advise Pupil Reintegration Team and follow their guidance)
- ☐ Fixed Term Exclusion (advise Pupil Reintegration Team and follow their guidance)*
- ☐ For pupils at risk of permanent exclusion, refer to Part One of the Lincolnshire Ladder, Steps 1 to 5 for Persistent Misconduct, or Part Two of the Lincolnshire Ladder for a 'serious breach' of the Behaviour Management & Exclusions Policy.

*Decision made by senior leader in consultation with the Headteacher



4. Lincolnshire Ladder Step One For Dealing With Persistent Misconduct

The Lincolnshire Ladder of Behaviour Intervention ('the Ladder') is underpinned by current statutory guidance on **permanent exclusion** to which schools must adhere.

Pre-Ladder steps must be taken before accessing the Ladder – this includes a range of relevant behaviour and de-escalation training for staff.

Refer to Headteacher or Special Educational Needs Coordinator (SENCO)
to screen for underlying unmet needs.

Consider placing child on SEND register and producing a Special Educational Needs Profile and/or school –based Pastoral Support Plan (PSP).

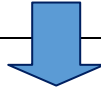
Consider use of multiagency assessment for pupils who demonstrate **persistent disruptive behaviour**, (considering pupil welfare needs, mental health and/or family capacity/environmental factors) – Early Help Assessment (EHA) and possible Team Around The Child (TAC).

Consider use of Lincolnshire County Council Pastoral Support Plan (PSP) to agree a package in partnership with pupils and family.



5. Lincolnshire Ladder Step Two: BOSS (or other specialist) Involvement

Refer to Behaviour Outreach Support Service (BOSS), and other specialist involvement that would benefit the child that may not already be involved, (e.g. Working Together Team (WTT), Educational Psychologist (EP), medical involvement)



5. Lincolnshire Ladder Step Three: Alternative Provision



6. Permanent Exclusion

Emergency strategy meeting with senior leaders at the school

A decision to exclude a pupil permanently should only be taken:

- ☐ 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 in the school.

1. Restorative Approach Procedures

We use the evidence based 'restorative justice' approach when supporting children who have not been able to follow our Mission Rules or Class Rules, or who have a conflict with another person in school.

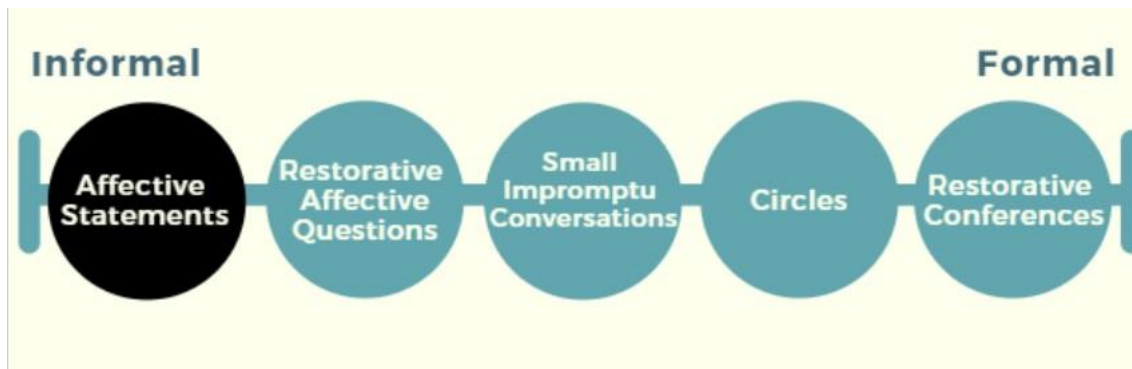
The five core beliefs of Restorative Practice are:

- Everyone has a unique perspective and a valued contribution to make – **we need to hear what people have to say.**
- Our thoughts influence our feelings and both influence what we do and say – **we need to unpick what is going on behind behaviour.**
- Our actions and deeds impact on those around us – **we need to consider the consequences of our actions.**

- All our actions are strategies we have chosen to meet our needs at the time – **we need to be part of identifying what we need and identifying how our needs will be met.**
- The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – **we need to be enabled and empowered to make positive and sustainable changes for ourselves.**
- We support children to use these 'Restorative Five Steps' to reflect on their behaviour and repair and restore their relationships with others where necessary:
 - **Unique perspective** - What has happened? Start from the beginning...
 - **Thoughts and Feelings** - What were/are you thinking? What were/are you feeling?
 - **Impact** – Who has been affected and how have they been affected? What has been the hardest thing for you?
 - **Needs** – What do you need in order to find closure/to move forward/for things to be better?
 - **Next steps** - What needs to happen now?

Restorative Practice promotes empathy, compassion and understanding and works to bring a sense of closure/repair to difficult situations. It is not always appropriate to bring people together and it should not be seen as inferior to work with people separately.

The strategies used to support children where positive strategies have not been sufficient in preventing them from showing unwanted behaviour or making a mistake, follow the Restorative Approaches on a continuum of the level of support and intervention given:



Affective Statements

Affective statements clearly define the actions that are desired/not desired, how these actions make the other person feel and what the person carrying out the actions can do to change or continue this. They can be referred to as 'when, I feel, so' statements or **WIFS**.

Examples of affective statements (WIFS):

‘When you walk down the stairs with your voices off and holding onto the rail, I feel happy that you are safe, so please keep this up.’

‘When you keep trying hard to solve your maths problems, I feel really proud of you, so keep going until you’ve solved them!’

‘When you apply the things I’ve taught you, I feel that I’ve done a good job as a teacher because you are making progress, so please keep doing this each lesson.’

‘When you ignore my instructions, I feel that you do not respect me, so please listen and respond to me next time.’

‘When you make good choices, I feel really pleased and encouraged, so please keep making those good choices!’

When you keep shouting out and disrupting everyone’s learning, I feel disappointed and disrespected, so you must stop doing this and work quietly at your table until break-time.’

When dealing with a conflict situation, adults in school will deal with it in a fair way as follows:

Engagement	making sure that all participants are involved in the process
Explanation	everyone involved and affected to understand why final decisions are made as they are
Expectation Clarity	once decisions are made new rules/expectations are clearly stated so that individuals understand consequences for the future

Restorative Questioning

These questions are designed to guide children through the 5 ‘R’s of Restorative Justice: building **Relationships** with one another, having **Respect**, taking **Responsibility**, being given opportunity to **Repair** damage done and finally to feel that they can be **Reintegrated** without judgement.

Questions for the one who has caused harm:

- What happened?
- What were you thinking at the time?
- What are you thinking now?
- Who has been affected by what you did?
- How have they been affected?
- What do you think needs to happen next?

Questions for the one who has been harmed:

- What happened?

- What were your thoughts at the time?
- What have your thoughts been since?
- How has this affected you
- What has been the hardest thing for you?
- What do you need to happen next?

Restorative Tasks

Restorative tasks and reflection tasks are designed to lead the child through an age appropriate set of questions and think statements designed to help them reflect on the 5 'R's and arrive at a point where they are ready to take responsibility to look forward to repairing the relationship. (See 'Retracing my Footsteps' Appendix.)

Restorative Circles

Restorative Circles are led by an adult and involve the children who could said to have 'harmed' and been 'harmed'. They should led all children through Restorative Questioning by coaching and facilitating conversation and teaching children how to listen and respond to each other appropriately, share feelings and arrive at conclusions and reparations collaboratively.

Restorative Conferences

Restorative Conferences are more formal and involve a number of children and adults who may be able to provide additional views and expertise. They could involve Restorative Ambassadors, who are Year 6 children who have been trained to support and mediate, offer advice and views to support the conversation.

By using restorative conferencing and circles, participants will:

- ☐ Develop - truth telling skills, responsibility, accountability
- ☐ Learn about - real impact of actions, consequences
- ☐ Be able to - make amends, show remorse, change behaviour, agree a way forward

Benefits of using restorative approaches to the 'harmed':

- ☐ Opportunity to participate in a process that they are central to
- ☐ Have their say, sharing thoughts and feelings
- ☐ Take back some control of their situation by choosing to participate
- ☐ Ask any questions
- ☐ Have a say about reparation or an apology
- ☐ Witness genuine remorse
- ☐ Understand different points of views and underlying reasons behind conflicts

- ☐ Reduces anxiety

Benefits of using restorative approaches to the 'harmer'

- ☐ Learn about the harm they caused
- ☐ Acknowledge that harm
- ☐ Explain what happened and why – sharing thoughts and feelings
- ☐ Opportunity to apologise
- ☐ Attempt to repair the harm caused
- ☐ Reduces re-harming

2. Graduated Sanctioning

- ☐ Should positive strategies and restorative approaches not reduce unwanted behaviour to an acceptable level, or should behaviour pose an immediate and significant risk to the safety and welfare of other children, a sanctioning system can be applied, to:
 - ☐ Provide a clear message that the level of behaviour seen is unacceptable and must never be repeated.
 - ☐ Provide a longer period of time for the child who has 'harmed' others to be removed from the situation to allow all parties a 'cooling off' period.
 - ☐ Provide respite for the 'harmed' to ensure the continuity of their education, safety and welfare.
 - ☐ Provide a closer period of monitoring to gather information about how to better meet the needs of a child who is more frequently displaying unwanted behaviour or for who other positive strategies are not working.
- ☐ Parents would be spoken to at length about sanctioning and the reasons why the decision has been made to do so.
- ☐ **Reflection Report cards** are used to monitor children's behaviour and progress or to provide a clear message that the level of behaviour seen is unacceptable and must not be repeated. Reports can also provide a longer period of time for the children to 'cool off' and provide respite for other children to ensure the continuity of education and children's welfare.
 - ☐ A report card divides the day into sections, and the child must report to a senior leader at the end of each session, with a grade given to them by a class adult.
 - ☐ The grade should reflect the child's behaviour throughout the session, where 1 shows no effort has been made and significant issues have occurred, and 5 means, no issues have occurred and the child has behaved in an exemplary manner.
 - ☐ The child will need to acquire an agreed number of '5's across a set time period to complete the report monitoring.
 - ☐ The number of sessions, number of 5's and days of monitoring will all be agreed by the senior leader when the child starts the Report Card.
 - ☐ The Report Card should be shared with the child's parents every day, so parents are kept up the date with the progress the child is making.

- The child should bring work to show the senior leader at the end of each session, to show the effort that is being made in class.
- A Lunchtime Reflection Report Card is given to a child where the unwanted behaviour has been predominantly over the playtime and lunchtime period. This type of Report Card operates differently.
 - The child will earn their time back outside with their peers over an agreed time period, by demonstrating exemplary behaviour when they are outside and socializing with others.
 - They start with a small amount of time and earn back time daily.
 - If the child's behaviour when outside is still a large concern, during their period of reporting, they will be returned to a limited amount of time again, and further advice from the school SENco will be sought to support their successful reintegration.
- **Seclusion** is used to help modify the behaviour of the child and should only be used where agreement is reached by a Senior Leader that it would be within the best interests of all children involved, to provide a 'cooling off' period and respite to all involved. It should be supported by external agency involvement or trigger further support from outside of the school. The seclusion may be within another classroom, another year group or in another room in school, supervised by a member of staff, and in collaboration with the school SENco and Pastoral Mentor. The time period for the seclusion will be agreed by a senior member of staff. The child is expected to complete work set under the direction and supervision of their class teacher, which will be marked and assessed as normal.
- **Timetable Reduction** is only used in conjunction with the school SENCo, Senior Leaders and the Pupil Reintegration Team (PRT) within the Behaviour Outreach Support Service (BOSS) at Lincolnshire County Council. A reduced timetable will only be considered by the Headteacher in the following very limited circumstances:
 - Where a medical condition (physical or mental health) or family bereavement prevents a pupil from attending full-time education and a part-time timetable is considered as part of a reintegration package.
 - Where there are behavioural difficulties and the school is trying a part-time timetable as an intervention to avoid permanent exclusion. When the reduced timetable is introduced because of behavioural difficulty, it will very rarely be appropriate to repeat the intervention. Different interventions need to be utilised if the reduced timetable failed the first time around.
 - Where a pupil has a short-term medical condition (physical or mental health) or family bereavement that prevents full time attendance for a time-limited period.
 - Where a pupil joining the school has significant needs and a reduced timetable would support his or her entry into the school and school routines.
 - In other very exceptional circumstances as agreed by the Headteacher.
 - A reduced timetable will not be used as a disciplinary measure as a form of exclusion – all exclusions will be properly recorded in line and statutory guidance as a long-term solution
 - An assessment of need (including wider needs and input from other agencies) will be carried out prior to a reduced timetable being agreed.
 - A full risk assessment, including a risk assessment of home and safeguarding, will be undertaken to evaluate the impact that a reduced timetable would have on the pupil.
 - The objectives of any part-time timetable will be explained and all relevant parties will be kept updated and informed.
 - The parent/carer(s) and child (where appropriate) must consent to the proposed reduced timetable by signing an agreed reduced timetable plan together with the Headteacher.

- Pupils will be provided with sufficient and appropriately differentiated work to do for those hours they are not in school.
- Arrangements should be made to ensure that the work is marked, assessed and that constructive feedback is given to the pupil. These arrangements will be set out in the reduced timetable plan.
- Parent/carer(s) must indicate within the reduced timetable plan how they will support the pupil's safety off site and how school work will be supervised.
- The reduced timetable will be for a pre-agreed limited period and reviewed by the school weekly.
- The school will keep parent/carer(s) regularly updated.

3. Persistent Misconduct

4. Specialist Involvement

5. Alternative Provision

For steps 3-5 of the Behaviour Support & Intervention Procedures, please refer to the Lincolnshire Ladder Of Behaviour Support. (See link)

https://adcs.org.uk/assets/documentation/Lincolnshire_Exclusion_Ladder.pdf

Additional Information On School Based Seclusion re: Step 5 – Alternative Provision

If a child's needs have not been met and learning has been seriously disrupted, or if the child has behaved in a dangerous or aggressive manner which has seriously harmed other children or adults at the school, SLT may make the decision to seclude the child for a fixed period of time within the school.

The seclusion period will act as a 'cool off' for the child, giving them time to reflect on their behaviour and the class and teacher time to refocus on teaching and learning.

SLT will hold a strategy meeting to evaluate what strategies have been in place and what types of support have been given to the child and family thus far (including emergency review of SEND Profile). At this time, a decision will be made as to how best to temporarily remove the child from their peers. Decisions will be made based on:

- The right of children in the school to be able to learn without disruption
- The right of adults in the school to be able to teach without disruption
- Where an alternative classroom would be the most suitable environment to isolate the child from their class peers.
- Which year group would be the most suited to the needs of the child, with regard to the impact of positive role-modelling.
- Whether the child's needs suggest they require complete isolation from all routines and children at the school for period of time, and so, being secluded in isolation, under adult supervision. In this instance a bespoke, low-stakes timetable and curriculum may be considered.

- Whether the severity and nature of the incident and needs of child result in a short secluded period, or longer seclusion. In the event of a longer seclusion, a reintegration plan must be put in place, to support the success of a gradual increase in time in the child's class, with a back-out strategy if needed.

At all times, when in seclusion the child must complete work related to their age, under supervision of an adult.

Emergency supervision and support by a teaching assistant will be required.

Playtimes and lunchtime arrangements for the child will need to be considered, to allow them time outside, to exercise and have lunch, whilst remaining in seclusion from their peers, or at risk of another behaviour incident occurring.

The school will notify parents of the seclusion and the child will need to be dropped off and collected from the front office of the school.

6. Exclusion

We do not wish to exclude any child from the school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Exclusion from maintained schools, Academies and pupil referral units in England (DfE 2017)*. We refer to this guidance alongside the school's *Exclusion of Pupils Policy* in any decision to exclude a child from school. The relevant Internet address is:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

- ☐ Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, 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 in the school.
- ☐ The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- ☐ Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.

- Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.
- The school will hold a reintegration meeting with the parents and the child who has been excluded on their return to the school. The format of the reintegration meeting can be seen in Appendix 3 of Exclusion of Pupils Policy. The school will decide in this meeting whether the child has the correct attitude and understanding to start back at school, or whether the exclusion period requires an extension. The school will also consider the most successful method of reintegrating the child back into full time education, so that the child achieves well and to reduce the risk of any further exclusions.
- The school may hold an emergency meeting with parents and/or multiagency to discuss how to meet the needs of the child in light of the exclusion. This meeting might take the form of a TAC and/or SEN Review.
- All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five consecutive school days of an exclusion, and alternative provision must be arranged from the consecutive sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.
- Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).
- An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.
- Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

Prejudiced & Discriminatory Behaviour & Attitudes

Every child and adult in our school community has the right to be protected from prejudicial views and behaviours. Prejudicial language or behaviour can be defined as words or acts based on preconceived opinion that is not based on reason or actual experience, for example, not liking someone based on their skin colour or sexual identity. Within our school we will not tolerate any prejudicial language, attitudes or behaviour aimed at children or adults.

The Equality Act 2010 states “A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person.”

The Act uses the term protected characteristics to refer to aspects of a person’s identity. Treating a person less favourably because they have one or more of these characteristics is unlawful. This includes explicit actions or comments or implicitly implied bias, exclusion and stereotyping. As children get older, having received education and awareness about prejudice, school expectations increase with regards to how they behave, whereby ignorance of what they say and do is no longer seen as a legitimate reason behind their actions.

The protected characteristics are:

1. Race
2. Religion
3. Sex (gender)
4. Age
5. Disability
6. Gender reassignment
7. Sexual orientation
8. Marriage and civil partnership
9. Pregnancy and maternity

The most common prejudice-related incidents take the form of:

1. Prejudicial language either intentionally or ignorantly
2. Ridicule and jokes whether aimed a certain child or group or not
3. Verbal abuse
4. Physical assault
5. Graffiti or damage to property
6. Discriminatory behaviour
7. Incitement to behave in a prejudicial manner
8. Cyber bullying

Whilst all forms of unkindness can be incredibly damaging, there are some features of prejudice-related incidents which distinguish them from other incidents.

Prejudice-related incidents do not just impact on the individuals involved, but is an attack on someone as a representative of a community or group, which means that the impact of the incident is felt more widely, spreading fear and creating a hostile environment for other pupils and staff who share the same protected characteristics.

Perpetrators of prejudice-related incidents may feel that they are entitled to behave in this way and that their behaviour is condoned by wider society. If left unchallenged, they may develop a deep-seated intolerance and inability to value diversity.

The school curriculum teaches children explicitly about prejudice and the impacts of these types of behaviours. Our commitment to the Fundamental British Values delivered through our behavior policy, links to the virtues, weekly assemblies, and embedded within our curriculum, supports awareness and behaviour of children through ongoing education.

Recording and Monitoring Behaviour

- A log is recorded of all virtue points and reflection points on Arbor, which is stored cumulatively. Parents receive a notification email and detail is recorded within the Arbor Parent App. Points are recorded by the person responsible for the child during the incident. Details of the incident, actions, and response made by parents when they are informed, is essential.
- Reflection Points are monitored at least half termly and often more frequently, by the Pastoral Team. If a child reaches more than 5 reflection points in one half term, the pastoral team will discuss this with teachers and parents to ensure they are aware and working to support the child prior to any necessary escalation that may occur if the problems persist.
- Any incidents that are prejudiced in nature are a Safeguarding matter, and referred to a DSL through CPOMS, as well as reporting on Arbor as a behaviour concern. The school has a zero tolerance to such behaviour and will respond with a restorative approach to help children learn from their mistakes and choices, and also a sanction to ensure they understand the seriousness of the behaviour.
- SLT monitor behaviour closely each month and responds accordingly. Behaviour Reports are shared with staff and governors.

Behaviour Management And Children With Special Educational Needs:

The school ensures behaviour is managed effectively, whether or not the pupil has underlying medical needs. All children, including those with underlying medical needs, should be supported as far as is possible, to enable these children to reach their personal potential and be prepared for adult life within society, following the British Values of respect, tolerance and rule of law.

The school acknowledges that some behaviours are more likely to arise from types of SEND or disabilities, such as a pupil with a specific learning difficulty such as dyslexia who may seek to distract from the fact that they find it difficult to access written material or an underlying medical need such as ADHD, where the child finds it inherently difficult to not shout out in class or impulsively hurt other children.

The school has a duty under the Equality Act 2010 to make reasonable adjustments to policies, practice, and criteria for disabled pupils, including the strategies and approaches within this policy. These adjustments will be written within the child's SEND Profile, EHCP or Lincolnshire Pastoral Support Plan (PSP).

As part of meeting any of these duties, where appropriate, the school will anticipate likely triggers of misbehaviour and put in place support to prevent these.

In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including any special educational needs or disability.

It is also imperative that the school considers and owes a duty of care to the safety and needs of all pupils and staff and not solely those with special education needs.

Should a child with an underlying medical need not be able to follow the school's expectations for behaviour, following a comprehensive review and trial of adjustments made to their provision and support, as part of the Lincolnshire Graduated Approach for children with Special Education Needs, then the school is not able to meet the needs of the child. The SENDco will pursue alternative arrangements and settings in collaboration with the family and child's SEN case worker.

Sexual Harassment & Sexual Abuse

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. The school follows the national framework for managing and responding to incidents of sexual harassment, violence, sexualised behaviour and abuse, called the Brooke Traffic Light Tool.

Comments will never be dismissed as 'banter' or 'part of growing up' and quick action will be taken.

Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- ☐ Proportionate
- ☐ Considered
- ☐ Supportive
- ☐ Decided on a case-by-case basis
- ☐ To carry out an investigation and using the Brooke Traffic Light Tool to help determine whether to:
 - ☐ Manage the incident internally
 - ☐ Refer to early help
 - ☐ Refer to children's social care
 - ☐ Report to the police

Sanctions for sexual harassment and violence will be in accordance with this policy and in line with the Brooke Traffic Light Tool.

Please refer to our Safeguarding and Child protection Policy for more information.

Bullying & Cyber-Bullying

The school will not tolerate behaviour that is defined as bullying and harassment.

The school will respond to a report of bullying by carrying out an investigation to determine the best course of action.

The school will apply the strategies within this policy to support both the victim and perpetrator in ensuring no bullying reoccurs.

For further details on bullying and cyber-bullying, please refer to the Anti-Bullying Policy.

Legal Duties

Under Annex D of the Funding Agreement the school will comply with the law and guidance on exclusions applicable to the maintained sector.

Under the Equality Act 2010 the school acknowledge the legal requirement to make reasonable adjustments to the application of this policy for disabled children and children with SEN.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, school's may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying or behaviour management issues.

Managing Incidents Of Poor Behaviour Outside of School

To uphold the good reputation of the school, incidents of non-criminal poor behaviour by pupils when not in school will also be dealt with at the discretion of the Headteacher and Deputy Headteacher. When an incident of non-criminal poor behaviour has been reported or witnessed by a member of staff by a pupil that is clearly identified as belonging to the school, (e.g. wearing school uniform, walking to and from school) the matter will be dealt with in line with the systems in place for behaviour management in school, as outlined in the policy.

Confiscation & Powers Of Search

Staff of the school should follow the latest DfE guidance: "Searching, screening and confiscation- Advice for headteachers, school staff and governing bodies" where further guidance is available.

Key points:

Searching

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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.

Use of Reasonable force or Restraint

All members of school staff have a legal power to use reasonable force and several members of staff are TeamTeach Trained.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Some examples are given below for illustrative purposes whereby **Reasonable force* might be used to:**

- ☐ remove disruptive children from the classroom where they have refused to follow an instruction to do so
- ☐ prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- ☐ prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- ☐ prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- ☐ restrain a pupil at risk of harming themselves through physical outbursts.

*** (Reasonable force for the purposes of this context is defined as 'Reasonable in the circumstances' meaning using no more force than is needed.)**

Schools cannot:

Use force as a punishment - it is always unlawful to use force as a punishment.

Following the use of restraint or force the relevant member of staff will, at their earliest opportunity, inform their line manager and record the facts of the circumstances about the event on CPOMS using the 'Physical

Intervention' flag. Parents of the pupil will be informed and the written record retained by the school with that pupils school records. This provides the means whereby the school SLT can review the effectiveness of this policy.

Staff of the school should follow the latest DfE guidance: "Searching, screening and confiscation- Advice for headteachers, school staff and governing bodies".

Early Years Foundation Stage (EYFS)

The school will record and report to parents negative behaviour on the day where physical intervention is used to manage a child's behaviour in line with the EYFS framework.

Pupil Malicious Accusations against staff

If pupils are found to have made malicious allegations against staff, action must be considered under the Allegations of Abuse Against Staff Policy. The school should consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to the local authority's children's social care service to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil. In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997.

Training & Support For Staff

New staff and volunteers are inducted on:

- ☐ The procedures for managing behaviour including the Classroom Procedures document,
- ☐ Restorative Pathway and positive behaviour management.
- ☐ Safeguarding and how it relates to behaviour.
- ☐ ECT's have additional courses and training on behaviour as part of the ECT training package
- ☐ Student teachers have a training session with the LBP as part of their course

Annual training:

- ☐ Behaviour Management Policy & Procedures (refresher for all staff)
- ☐ Restorative Approaches (refresher for all staff and tailored external agency training for lunchtime staff)
- ☐ Positive Behaviour Management including ACES (led by Educational Psychologist) for teachers, TA's and lunchtime staff
- ☐ ADHD refresher (teaching assistants) offered by Behaviour Outreach Support Service
- ☐ Spectrum disorders refresher (teaching assistants) offered by the Working Together Team

Enhanced Training:

- ☐ Mentoring is offered to any teacher or teaching assistant when it has been identified that further support is needed in their management and support for children's behaviour and wellbeing. Mentoring includes observations and in situ support, coaching, observing other colleagues, supervision sessions.

- Further certified courses on specific underlying medical conditions and behaviour management is offered to those teachers and teaching assistants that work closely with high needs children.
- Educational Psychologist drop-in sessions are organised twice a year for any member of staff that is seeking further advice and support on the children they support.
- Team Teach Positive Handling training will be provided for key staff, in line with the needs of the school and pupils

Roles & Responsibilities

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Management consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.
- The Headteacher monitors the effectiveness of the policy on a regular basis.
- S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- The Headteacher keeps records of all reported serious incidents of misbehaviour and has a monthly monitoring grid to demonstrate patterns in behaviour, effort and attitude at the school.
- The Headteacher, Deputy Headteacher or SENco may make referrals for external support and call for Behaviour Conferences.
- Teaching staff may be asked to keep ongoing records for behaviour in their class and to report these to the Headteacher when required.
- All paid staff are responsible for the ongoing teaching and learning about behaviour, for ensuring the policy is adhered to through the positive reward systems and assertive discipline procedures and for ensuring effective communication with the Headteacher, Deputy Headteacher and parents where necessary within the assertive discipline procedures.
- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at the school.
- We explain our expectations for behaviour in the school prospectus, and we expect parents to read them and support them.

- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented.
- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Appendix 1: Flourish in Love Behaviour Curriculum with associated rewards and sanctions.

Virtues (and colour)	Term & Liturgical link	Behaviour Curriculum	British Value	Catholic Social Teaching
Love of Learning and Determination	Advent 1 Setting personal learning goals for the year ahead.	Learning behaviours: <ul style="list-style-type: none"> Being ready to learn Concentrating Not distracting others Being resilient Trying our best and not giving up Completing homework 	Individual Liberty	Participation – We all want to work and contribute to our communities.
Hope and Confidence	Advent 2 A time of hope as we await the birth of Jesus.	Aspiration: <ul style="list-style-type: none"> Challenging ourselves Knowing our strengths and areas to work on Striving to be our best selves Stepping out of our comfort zone Joining clubs and teams 	Individual Liberty	Human Dignity – Everyone is special.
Honesty and Forgiveness	Lent 1 Repentance during Lent.	Reflect and repent: <ul style="list-style-type: none"> Telling the truth Reflecting on behaviour choices Putting things right Forgiving others 	Rule of Law	Promoting Peace – We are called to be peacemakers.
Love and Respect	Lent 2 The ultimate act of love from Jesus at Easter.	Good character: <ul style="list-style-type: none"> Good manners e.g. holding doors open, being <u>polite</u> Looking after property Listening carefully Treating others with dignity and tolerance 	Respect	Distributive Justice – Sharing fairly. Common Good – What is best for everyone?
Friendship and Kindness	Pentecost 1 A focus on discipleship and spreading the Good News.	Relationships: <ul style="list-style-type: none"> Being a good disciple Being kind Being helpful Being a good friend Sharing and taking turns Being charitable to others 	Democracy	Stewardship – We are part of and need to care for creation. Option for Poor – Some people need extra help.
Love of neighbour and Self-control	Pentecost 2 Transition, Faith in Action and living out our mission in the community.	Self-discipline: <ul style="list-style-type: none"> Managing emotions Listening carefully to others Moving around the school and classroom sensibly and smartly Managing personal space Giving and helping others 	Tolerance of Different Faiths and Beliefs	Subsidiarity – all people should have a say. Solidarity – we are all a family and together we are stronger.

Protected Characteristics

We know the 9 protected characteristics and we reflect each day to make sure everyone has felt welcome, respected and free from discrimination.



NHS 5 Ways to Wellbeing

It is important to look after both our physical and mental health.
We reflect each day on what we have done to ensure we feel happy, safe and well.



Virtues Points	Awarded For
1	Myself <i>I am practising the virtues, being a good disciple. I am being my best self. My outcomes are the best I can do.</i>
2	My Peers <i>I am practising the virtues, being a good disciple. I have supported others, which has benefitted them.</i>
3	My School <i>I am modelling the virtues, being a role-model for all. My discipleship has benefitted the whole school community.</i>
4	My <u>Community</u> <i>In modelling the virtues, I have reached out to the <u>community</u> and they have felt the power of God's love through me.</i>
<p>What happens when I earn a Virtue Point?</p> <ul style="list-style-type: none"> • My Virtue Point is recorded on Arbor and a message is sent to my parents. • Each week, the Chaplaincy Team update the school Virtue Points board in the hall, for Celebration Worship. The winning classes get to choose from their Flourishing Menu for a whole class treat. • The highest point scorer in each class gets to have 'Tea with Mrs C'. • Each virtue point earns an entry into the termly FOSA Flourishing Draw, for a chance to win a £10 amazon voucher to spend. • Every virtue point earns an entry into the end of year FINAL FLOURISH draw! 	

FLOURISHING MENU – WHOLE CLASS REWARD	
Love of Learning and Determination	
Hope and Confidence	
Honesty and Forgiveness	
Love and Respect	
Friendship and Kindness	
Love of Neighbour and Self-control	

Reflection Points	Stages of Behaviours
1	Stage 1 Behaviours My behaviour choices have affected myself and my learning. <i>e.g. talking when an adult is talking, calling out, fiddling, disrupting others, making inappropriate noises, not getting on with work, moving around the classroom or school without permission, answering back, being disrespectful to others.</i>
2	Stage 2 Behaviours My behaviour choices have affected those around me. <i>e.g. lying, taking things that don't belong to us, upsetting others by name calling, persistent refusal to carry out instructions, persistent disruption to learning, persistent refusal to participate in learning, persistent exclusion of others, throwing objects around the classroom.</i>
3	Stage 3 Behaviours My behaviours choices have affected the safety and wellbeing of myself or those around me. <i>e.g. Hitting / hurting with intent, swearing, biting, spitting, discriminatory comments, fighting, bullying including cyber-bullying.</i>
4	Stage 4 Behaviours My behaviour choices were extremely dangerous, shows intent and could serious harm myself, others and/or the building. <i>e.g. serious theft, physical assault against pupils or adults, serious damage to school property, verbal abuse/threatening behaviour against a pupil or adult, sexual misconduct or inappropriate behaviours, carrying offensive weapons into school or on person, using an object in school as a weapon, smoking or substance abuse.</i>
What happens when I receive a Reflection Point? <ul style="list-style-type: none"> I will be given a 'kind reminder' and a 'warning' before a reflection point. My Reflection Point is recorded on Arbor and a message is sent to my parents. Adults that know me will decide on an appropriate sanction in line with my behaviour e.g. missed playtime or privilege. An adult from my classroom will have a 'Restorative Conversation' with me at the next available playtime or lunchtime; I will explore my choices, who they affected and how to put things right. I will make amends and put right what went wrong. I may be put onto Reflection Report so that SLT can monitor my choices. Adults may speak to my parents to discuss the next steps in supporting me. 	

End of Day Reflection – 'Checking in with ourselves'

- In what ways have you FLOURISHED IN LOVE today?**
 - Have you followed our Golden Rules?
 - Have you shown or used any Catholic Social Teaching Principles?
 - Have you shown our British Values?
 - Have you noticed any Protected Characteristics being celebrated or challenged?
 - Have you helped to prevent any discrimination and/or promoted tolerance and respect?
- How have you practised our virtues today?** Do you need to:
 - Add virtue points and celebrate?
 - Tick off anything in your Virtue Passport?
- How have you protected YOURSELF and your mental health today?**
 - Which ZONES have you journeyed through? Have you managed to reflect, restore and repair?
 - Have you *Connected*?
 - Have you *Been Active*?
 - Have you *Kept Learning*?
 - Have you *Given*?
 - Have you *Taken Notice*?
- Let's say thanks to God with our final thoughts and prayers.**

Appendix 2: Restorative Questions

Restorative Conversation - Reflecting	
<i>Ask these questions to the person who has received the reflection points for their behaviour choices. Jot down their answers.</i>	
Question 1 What happened?	
Question 2 What were you thinking at the time?	
Question 3 What are you thinking now?	
Question 4 Who has been affected by what you did?	
Question 5 How have they been affected?	
Question 6 What do you think needs to happen next?	

Restorative Conversation - Repairing	
<i>Ask these questions to the person who has been hurt or upset by another person. Jot down their answers.</i>	
Question 1 What happened?	
Question 2 What were your thoughts at the time?	
Question 3 What are you thinking now?	
Question 4 How has this affected you?	
Question 5 What has been the hardest thing for you?	
Question 6 What do you think needs to happen next?	

[Click Here](#) for our Flourish in Love Behaviour Curriculum Video

[Click Here](#) for a more length Seesaw presentation explanation for parents

 <p>I'm in the BLUE zone.</p> <p>I have LOW energy and am not feeling my best.</p> <p>I may need help to feel better and energise, so that I can fully take part in learning.</p>	 <p>I'm in the GREEN zone.</p> <p>I have POSITIVE feelings/energy and am ready to take part in learning.</p> <p>I will do my best to practise all of the school virtues and 'do everything in LOVE.'</p>
 <p>I'm in the AMBER zone.</p> <p>I have rising feelings/energy and need to regulate. I will try to stay in class but may need a short time out. I can use the coloured (talk to me) or yellow lanyard (don't talk to me), or go to Shiloh but must come back and catch up on my work.</p> <p>I may need help.</p>	 <p>I'm in the RED zone.</p> <p>I have HIGH feelings/energy and need help to regulate. I need to leave the classroom. I can go to Mount Tabor, then Shiloh once I'm calm but must try to come back and catch up on my work if I can.</p> <p>I will need help.</p>
 	<p>I'm in CRISIS</p> <p>My feelings/energy are TOO HIGH and I have lost control. I need help to leave the room, regulate, reflect and restore. On-call adults will help me go to Mount Tabor to calm down.</p>

Appendix 4 – Wellbeing Procedure – Staff

St. Augustine's Wellbeing Procedure - Overview		
Wellbeing Zones	Location	Outcomes
<p>GREEN zone - Quality First Regulated Learning</p> <p>The child is in the GREEN zone - focused and flourishing, making positive choices.</p> <p>If pupils begin to make some negative choices, they are reminded using quality first teaching strategies based in positive relationships and restorative practice e.g. affective statements (noticing and verbalising the positive behaviours and saying WHY that's positive), kind reminders, warnings, proximal praise etc.</p> <p>Neurodivergent (ND) behaviours are accommodated and affirmed e.g. ND children are not forced to behave in <u>an</u> neurotypical way and rewarded for it.</p>	<p>Classroom/ Place of class learning</p>	<p>Pupils remain in the GREEN zone for effective participation, engagement and learning.</p> <p>Pupils understand the consequences of their actions and negative behaviours are quickly modified with no disruption to learning.</p> <p>Children develop positive identity and self-esteem as individuals and learners which improves wellbeing and positive outcomes are more likely.</p>
<p>AMBER zone - Independent Self-Regulation</p> <p>The child or a staff member identifies that the child is moving into an AMBER feelings zone. The child employs regulation strategies independently or with reminders and support.</p> <p>Clear verbal reminders using an 'Affective Statement', encourages independent reflection and regulation. The child may move to a separate table or safe regulation zone.</p> <p>NB: Coloured Lanyard – Movement Break / Talk to me Amber Lanyard – I'm regulating, please don't talk to me</p>	<p>Classroom/ Place of class learning.</p> <p>Regulation Station in classroom.</p> <p>Leave the classroom for a short timeframe for expected return:</p> <ul style="list-style-type: none"> • Safe Space • Corridor • Shiloh 	<p>Pupils return quickly to the GREEN zone for effective participation, engagement and learning. Lost learning is caught up.</p> <p>Pupils begin to understand their feelings and the root cause of their actions and behaviours, which helps them to learn how to manage them over time.</p> <p>Pupils become more confident and independent in managing their own wellbeing.</p>
<p>RED zone - Supported Regulation</p> <p>The child or a staff member identifies that the child is escalating towards the RED feelings zone.</p> <p>Supported activities are needed away from the classroom to regulate and then, if/when possible, complete any current or incomplete work.</p> <p>Restorative practice and conversations are used as needed.</p> <p>NB Time limits cannot always be set on how long regulation will take, proportionate to the issue, who it involves and any special educational needs.</p>	<p>Leave the classroom with a supporting adult as needed, until the child feels able and ready to return:</p> <ul style="list-style-type: none"> • Safe Space • Corridor • Mount Tabor • Shiloh • Another Classroom 	<p>Pupils return to the GREEN zone with support and intervention; this may take a more extended period. <u>Pupil</u> makes efforts, either independently or with support, to catch up on lost learning.</p> <p>Pupils reflect on their feelings and actions and how to repair any damage, along with anything that may help this not happen again.</p> <p>Relationships are repaired through restorative conversation and next steps actions.</p>
<p>CRISIS – Directed Regulation</p> <p>The child or a staff member identifies that the child is firmly in the RED feelings zone and has potentially lost control over their behaviour and choices.</p> <p>'On-call' staff (SLT / <u>Team Teach</u> trained) are radioed for support to help the child leave the classroom to regulate, reflect and restore.</p> <p>Logs made on:</p> <ul style="list-style-type: none"> • CPOMS if physical intervention is needed, with <u>follow up</u> reflection conversations with SLT and staff involved. • Arbor if reflection points are needed. <p>Parents are made aware.</p>	<p>Child is supported to leave or removed from the classroom using the least physical contact possible (<u>Team Teach</u>), moving to:</p> <ul style="list-style-type: none"> • Mount Tabor • Safe Space • SLT Office • Outside <p>Child is always supervised.</p>	<p>Pupils helped to recognize triggers, feelings, behaviours and de-escalation strategies to support future RED zone episodes.</p> <p>Pupils reflect on their feelings and actions and how to repair any damage, along with anything that may help this not happen again.</p> <p>Relationships are repaired through restorative conversation and next steps actions.</p> <p>Extra interventions considered and discussed. Child</p>