



STEP Academy Trust

Behaviour Policy

Addendum during Covid-19

This addendum applies until further notice. It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum. We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

Expectations for pupils in school

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe. Staff will be familiar with these rules and make sure they are followed consistently. Parents should also read the rules and ensure that their children follow the new procedures that have been put in place.

Adjustments to the positive behaviour strategies:

- Celebration assemblies will not take place in the hall due to restrictions with social distancing. These will take place virtually and will be accessed in each classroom.
- If appropriate, children may lose some of their break or lunchtime but will remain with the lead adult or a member of SLT and 'bubble' (group) at all times.
- If a child requires learning time outside of their own classroom, they will only work in the parallel class as this forms their 'year group bubble'.
- If the behaviour is persistent, the child will be spoken to by a member of the SLT and contact with parents will be made.

Exclusions

- Internal exclusions may not always be possible during Covid-19 due to social distancing and it may be appropriate to discuss an external exclusion option with the child's parents. This may include the child staying at home, away from school, for a certain amount of days.
- If an internal exclusion is more appropriate, the Headship Team will work with the staff member, child and parents to decide on an appropriate solution.

Hygiene rules

- All children will use hand sanitiser, provided by the teacher, as soon as they line up each morning.
- Children will use hand sanitiser or wash their hands each time they enter a new area of the school and following break times or lunch times.
- Children are reminded to wash their hands after using the bathroom using soap and water. Posters around the school will support children with this.
- Before eating a snack or their lunch, children will wash their hands with soap and water.
- Children must wash their hands with soap and water after sneezing or coughing into their hand or elbow.
- Children must tell an adult if they are experiencing symptoms of coronavirus

Social rules

- Children will be able to play at break and lunch within their 'bubbles.' These bubbles will consist of their year group. Each bubble will have an area of the playground that they can use. Break and lunch times will be staggered to accommodate this.
- Classroom-based resources like books and games can be used and shared within a bubble.
- Frequently used items such as pencils and rulers will be get on their teams table
- Children and staff will move around the school in a one-way system, with arrows clearly marked on the floor.

Expectations for pupils at home

Remote learning rules

If pupils are not in school due to isolation, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them.

- Be contactable during required times –although take into account that pupils may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers, teaching assistants or a member of SLT
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages

Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will work with families to provide a solution.

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Introduction

STEP Academy Trust Board of Trustees has agreed this Policy and as such, it applies to all Academies within the Trust.

Behaviour in STEP Academies is driven by the STEP Way and the intent to ensure consistent excellence in conduct, instruction and outcomes. The policy acknowledges each Academy's legal duties under the Equality Act 2010, including in respect of safeguarding and in respect of children with special educational needs. This policy is to be read alongside other relevant policies, including the Attendance Policy, Child Protection & Safeguarding Policy.

It is the expectation that all STEP Academies develop all pupils' personal and academic conduct to ensure the highest levels of self-control, self-discipline and self-reliance at all times both inside and outside of school. This will be encouraged through rewards for excellent conduct and sanctions for conduct that falls below the high expectations of the Trust (these rewards and sanctions will be documented for each individual Academy in an Appendix).

Behaviour approaches within STEP Academies are motivated by the needs of the pupils within individual Academies and the context of those Academies and are, therefore, discrete, singular and distinct but are always delivered with consistency and fairness. Nonetheless, any approach is expected to enable pupils to engage with all sections of society and community academically, intellectually and socially and to ensure that the STEP Standard is achieved and that academicians are on track to attain this standard by the end of KS2. Behaviour that undermines this is unacceptable.

- All staff will receive training in the delivery of the behaviour policy;
- All pupils will receive appropriate support to achieve the highest expectations of behaviour;
- Parents and carers and agencies will receive appropriate communication and liaison regarding pupils' behaviour to ensure the highest standards are attained and maintained.

Each Academy has an individual flow-chart that details the resultant outcomes for inappropriate behaviour. See Appendices for individual Academy flow-charts and expectations.

When establishing the facts in relation to a behaviour incident, the Academy will apply the civil standard of proof; i.e. 'on the balance of probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

1. Roles and Responsibilities

Academy staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times.

Headteacher

- It is the responsibility of the Headteacher to implement the Academy's behaviour policy consistently throughout the Academy and to support the staff to meet this objective;
- The Headteacher has the power to impose a variety of sanctions for unacceptable behaviour including fixed term and permanent exclusions.

Academy staff

Each member of staff has a responsibility to:

- Care for pupils in their class and teaching groups;
- Ensure that there is a fair and consistent approach towards dealing with discipline;
- Implement Academy rules on uniform and behaviour;
- Ensure equality of opportunities for all;
- Report progress, achievements and concerns to parents;
- Meet parents to ensure the best possible education and welfare;
- Challenge pupils to achieve higher standards academically and to develop greater involvement in extra-curricular activities within the Academy and the wider community.

Pupils

All pupils should:

- Behave properly at all times;
- Treat other people with respect;
- Speak politely to other people;
- Have self-confidence and high self-esteem;
- Aim for 100% attendance and punctuality;
- Take care of all Academy equipment and buildings.

Parents

Our staff will ensure parents are regularly informed of academic progress and any behavioural issues causing concern for each pupil. For the best outcomes a positive partnership between home and school is essential. We expect parents:

- To ensure their child attends regularly and punctually as required by law;
- To ensure their child is sent to the Academy prepared for the school day with all necessary books and equipment and correctly dressed in full school uniform;
- To support the Academy rules, especially uniform rules, and the Behaviour Policy and reinforce sanctions given by the Academy for misbehaviour;
- To keep the Academy informed of anything which they believe might affect their child's progress in school especially absence, illness, change of family situation;
- To take an interest in their child's school work;
- To attend parents' evening to meet their child's teachers;
- Not to take holidays in term time;
- Where possible to provide a quiet place at home to encourage completion of homework; □
To ensure their child gets adequate sleep before a school day.

2. Learning to Behave

The Academy aims to provide a safe, secure, supportive environment where pupils can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour.

Staff

In order to encourage and promote good behaviour amongst pupils, staff will:

- Model exemplary behaviour;
- Treat all children and adults with respect;
- Speak politely to each other;
- Build pupil confidence and self-esteem through positive reinforcement;
- Avoid using sarcastic language;
- Recognise pupil effort and achievements on a regular basis and celebrate success;
- Keep parents informed about success, efforts and achievements;
- Challenge unacceptable behaviour;
- Work in partnership with parents through regular contact to help improve behaviour.

Academy Rules

Academy rules are clearly defined. The rules are concerned with reinforcing general patterns of sensible and considerate behaviour. It is the aim of the Academy to provide a safe environment appropriate for learning.

Rules for uniform

Within the Trust where Academies adopt a uniform, rules around this are very clear and are explained in detail before and when pupils join the Academy. Uniform is not optional in Academies which have a set uniform and it is expected that parents support this. When there are valid reasons for a pupil not being able to comply for a short period of time, parents are expected to confirm the reasons for this in writing, and to rectify the situation in the shortest period of time possible.

3. Rewards

The successful management of behaviour and rewards is central to the Academy's ethos of providing an environment within which children and adults can develop good relationships, showing care, respect and consideration for each other within the Academy and the community. Our approaches to rewards are set out in the Appendix. They encourage and reward pupils who apply themselves and behave in a commendable way to support the ethos of the Academy as role models and to develop their own potential.

4. Sanctions when expectations are not met

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the Academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006);
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as Teaching Assistants;
- Teachers can discipline pupils at any time the pupil is in the Academy or elsewhere under the charge of a teacher, including on educational visits;
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school;
- Teachers can confiscate pupils' property;

□

The imposition of the sanction must not breach any other legislation (for example, the Special Education Need Code of Conduct or the Equality Act 2010).

Unacceptable behaviour

Examples of unacceptable pupil behaviour and/or failure to comply with Academy rules (this list is neither exhaustive or defines every possible type of unacceptable behaviour and is not in any particular order of importance / priority):

- Disrupting the learning of others;
- Rude or inappropriate language;
- Acts of aggression or any kind of physical violence;
- Bullying or intimidation (verbal, physical, sexual or electronic);
- Racist, sexist or homophobic comments;
- Vandalism;
- Punctuality to school and to lessons;
- Leaving Academy premises during school hours without permission;
- Sexual misconduct;
- Making false malicious accusations against teachers, members of staff or volunteers;
- Inciting others into inappropriate behaviour;
- Data security breaches;
- Carrying or smoking cigarettes or e-cigarettes.

Members of staff

If unacceptable behaviour occurs, members of staff will:

- Challenge the behaviour;
- Tell the child what we find unacceptable and why;
- Explain how they could have behaved differently, modelling what they could have done or said;
- If the poor behaviour is repeated, or if it is judged to be serious, the teacher is likely to escalate the incident to more senior staff in the Academy.

Support Systems for Pupils

Some pupils may need extra support and help to correct their behaviour beyond the use of the sanctions mentioned above. We employ a number of support strategies in these circumstances which are determined by each Academy. Often the support strategies are deployed alongside the sanctions mentioned above in order to help the pupil improve their behaviour before more serious sanctions are necessary.

Sanctions

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the Behaviour Policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil, including Special Educational Needs, disability, or religious requirements. Sanctions which the Academy may choose to implement are listed below. (This list is neither exhaustive or defines every possible type of sanction employed): These can include:

□

- A verbal reprimand;
- Extra work or repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as sanctions, such as writing lines or an essay;
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as ‘mufti’ days);
Missing break time;
- Detention including during lunch-time and after school;
- Academy based community service or imposition of a task such as picking up litter, weeding Academy grounds, tidying a classroom, helping clear up the dining hall after meal times or removing graffiti;
- Regular reporting including early morning reporting, scheduled uniform and other behaviour checks or being placed “on report” for behaviour monitoring;
- In more extreme cases Academies may use temporary or permanent exclusion.

Fixed Term External and Permanent Exclusions

The Headteacher has the power to impose a fixed term or permanent exclusion from the Academy. The Headteacher will make this decision in line with this policy and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the Academy. The Headteacher will have regard to the latest statutory guidance for exclusion issued by the Department for Education - Department for Education’s statutory guidance September 2017

Permanent Exclusions

In line with DfE guidance, The Headteacher will permanently exclude a pupil:

- In response to a serious breach, or persistent breaches, of the Academy’s behaviour policy by a pupil; and
- Where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others at the Academy.

Examples of serious breaches which are likely to result in permanent exclusion, but are not limited to, the following:

- Persistent and defiant behaviour. This would encompass bullying including homophobic or racist bullying;
- Behaviour which poses a significant risk to the child’s own safety;
- Serious actual or threatened violence against a pupil or member of staff;
- Sexual misconduct;
- Arson;
- Supply of an illegal drug, or severe misuse of an illegal drug, which can include legal highs or medication that has not been authorised by the Academy;
- Bringing into the Academy any kind of offensive weapon for example: knife, hammer, crowbar (and not limited to those listed in the Offensive Weapons Act 2006); □ Engaging in any radicalisation or taking part in any terrorist related activity.

□

Fixed Term Exclusions

Fixed term exclusions are also imposed for serious misdemeanours but are not of the severity to warrant a permanent exclusion. Fixed term exclusions are not viewed lightly by the Academy and should not be viewed lightly by pupils or parents. A pupil accumulating numerous fixed term exclusions runs the risk of being permanently excluded from the Academy in due course.

Examples of behaviour which are likely to result in exclusion include, but are not limited to, the following:

- Threatening behaviour;
- Bullying;
- Repeated disruption to the learning process (disrespect to other pupils);
- Behaviour deemed to undermine the good order of the Academy;
- Vandalism;
- Violence;
- Deliberate disobedience; ☒ Data security breaches.

Malicious allegations

Malicious allegations against staff are very serious, and we reserve the right to impose any sanction up to and including a permanent exclusion. When a pupil is found to have made a malicious allegation (i.e. one that is indecent or grossly offensive, a threat or false and known or believed to be false by the pupil) a sanction will be imposed.

In addition, where the pupil remains in the Academy, he or she is likely to be required to undertake some supportive and educational work. In some circumstances it may be appropriate for the child to take part in a process of restorative justice or mediation with the member of staff in order for all parties to be able to move forward. We would expect parents to support this.

Pupils' conduct outside the Academy gates – teachers' powers

Pupils at STEP Academy Trust have a responsibility to act in an appropriate manner outside of school hours particularly on the journey to and from the Academy. Standards of behaviour outside of the Academy should be just as high as those expected inside of the Academy and we are legally entitled to discipline pupils for inappropriate behaviour occurring outside the Academy premises.

Subject to the Behaviour Policy, teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any Academy-organised or Academy-related activity; or
- Travelling to or from the Academy; or
- Wearing Academy uniform; or
- In some other way identifiable as a pupil at the Academy; or
- Misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the Academy; or
 - poses a threat to another pupil or member of the public; or
 - could adversely affect the reputation of the Academy/Trust.

Any inappropriate behaviour which occurs during Academy-organised or Academy-related activities, whilst travelling to or from the Academy, whilst wearing Academy uniform or whilst in some other way identifiable as a pupil of STEP Academy Trust is likely to incur the sanctions listed above.

□

Additionally, any inappropriate behaviour at any other time which could have repercussions for the orderly running of the Academy, which poses a threat to another pupil or member of the public or which could adversely affect the reputation of the Academy, may result in sanctions being taken against the pupil including permanent exclusion.

5. Searching and confiscation of inappropriate items

The Academy has an obligation to manage the health and safety of staff, pupils and visitors to ensure that Academy discipline is maintained. This policy is consistent with DfE advice contained in “Searching, screening and confiscation - Advice for Headteachers, school staff and governing bodies” <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In almost all cases, the member of staff conducting the search will be the same sex as the pupil being searched; and the search will be conducted in the presence of another member of staff acting as a witness. If possible, the other member of staff will also be the same sex as the pupil.

In rare cases, however, where there are reasonable grounds to believe that there is a risk of serious harm to the pupil or another person if the search is not conducted immediately and there is not sufficient time to summon another member of staff, the search may be carried out by a member of staff who is the opposite sex as the pupil and without a witness present.

All members of staff conducting a search of a pupil will have due regard to the pupil's expectations of privacy during the search. The pupil will not be required to remove any clothing other than outer clothing, namely clothing that is not worn next to the skin or immediately over clothing that is being worn as underwear. Outer clothing also includes hats, footwear, gloves and scarves.

The school will notify the pupil's parents when a "prohibited item" or a "banned" item has been found.

Searching without consent

Academy staff authorised by the Headteacher, or the Headteacher, can search without consent, if they have reasonable grounds for suspecting the pupil may be in possession of a "prohibited item" including:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the Academy rules which has been identified in the rules as an item which may be searched for.

A pupil refusing to co-operate with a search will be subject to disciplinary measures by the Academy.

Banned Items

The Academy reserves the right to ban other items if their use or dissemination becomes disruptive or unsafe to stakeholders, or if they are considered offensive. Headteachers and authorised staff can search for items banned by the Academy as identified in the local Academy rules as an item which may be searched for. Force cannot be used to search for items banned under the Academy rules.

Searching with consent

Academy staff can search pupils with their consent for any item.

The Academy is not required to have formal written consent from the pupil for this sort of search. It is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the Academy's Behaviour Policy.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Confiscation

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography, acid or a toxin must always be reported to and handed over to the police and in most cases reported to Social Services, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies’.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Mobile telephones and electronic devices

When used at a time or in a way which is restricted, the mobile telephone/device will be considered a “prohibited item” banned by the Academy, and potentially subject to the normal rules on seizure, retention or destruction.

A pupil’s mobile telephone/device may also be confiscated by the Academy as a disciplinary sanction. In such cases, the mobile telephone/device will be retained until it can be collected by the pupil and/or parent after a period of time agreed by the academy. This may be up to the end of the current term.

Any use of a mobile telephone/device must comply with the STEP Online Safety and Social Media Policy. Any unauthorised use of a mobile telephone will be considered to be in breach of this.

Breaches of the Law

The Academy will report any behaviour which may amount to a criminal offence to the police (and in most cases to Social Services) and support any subsequent police investigation or prosecution by providing all relevant information.

If the Academy is concerned of potential links to radicalisation, criminal exploitation or gangs they will liaise with the appropriate agency or agencies.

6. Power to use reasonable force to control or restrain a pupil and Isolation

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This power can also apply to people who are temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on an Academy organised visit. In the Academy, force is used for two main purposes to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for “prohibited items”; for example, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used by members of staff:

- 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 an Academy 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.

The Academy will never use force as sanction for inappropriate behaviour or use force beyond that which is reasonable and proportionate to the situation. Reasonable adjustments will be made where necessary for pupils with SEND.

The Academy will, following incidents in which force is required, report the incident to the parent or parents of a pupil. However, the Academy does not require parental consent to use force with a pupil.

The Academy will keep a log of serious incidents involving the use of reasonable force which will be reviewed with the Academy's Designated Safeguarding Lead on an annual basis.

Any complaint relating to the use of force against a pupil will be investigated thoroughly and quickly. When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Corporal Punishment

Corporal punishment (the use of physical violence or force to inflict pain as a punishment) is illegal in all circumstances and will never be used at any of the Academies in STEP Academy Trust.

Appendix 1:

Introduction

At Beddington Park Academy our pupils' behavioural development is upheld as importantly as their academic attainment; the two are indivisible. A positive, behaviourally confident pupil is a pupil empowered to achieve to their fullest potential. Because of this, due reference to the 'Beddington Park Academy Behaviour Training Strategies' document is a non-negotiable expectation of all staff at all times.

Our strategic approaches include:

1) Embodying our shared PUPAC Values

Passion

Urgency

Positivity

Aspiration

Commitment

The above values define and help to shape and define the culture of our academy. Staff and pupils are united in role modelling and upholding these values through their everyday behaviours and interactions.

2) Behaviours for Learning

Our English (SFA) curriculum encourages pupils to develop transferable behaviours for learning. All staff, including lunchtime supervision staff, and supply teachers must ensure that they are aware of our five, core behaviours for learning, as below, so that they can reference them with encouragement during interactions with pupils:

- Practice Active Listening
- Help and Encourage Each Other
- Everyone Participates
- Explain Your Ideas; Tell Why
- Complete Tasks

These behaviours for learning during SFA are celebrated and encouraged by awarding points to teams of pupils.

3) Pupils as conflict resolvers: using 'I-Messages' and 'Conflict Stoppers'

Through the SFA 'Getting to know you' strand of work, all pupils gain familiarity with the very effective conflict resolution tools known as 'I-messages' and 'conflict stoppers'. These tools encourage peer validation of one another's feelings and enable pupils to express perspectives with a dialogical framework that helps to de-escalate tension.

See Appendix 2 for I-Messages and Conflict Stoppers.

4) Rights Respecting Schools (RRS)

By association, all professionals working with children have a duty to uphold and promote the United Nation Convention on the Rights of the Child (UNCRC) by way of:

- awareness of certain children's rights that are relevant to the context of their schooling;
- championing pupils' understanding and application of their rights; and
- supporting pupils towards behaving reflectively and respectfully towards themselves and one another in relation to their rights.

Pupils are supported in developing familiarity of their rights in the classroom, through the Pupil Parliament and the academy newsletter.

See Appendix 3 for the United Nations Convention on the Rights of the Child.

5) Upholding of the Child's Dignity

'Children's behaviour should be managed in ways respectful of the child's human dignity' (Article 28 of the UNCRC).

6) Behaviour Training System

In every classroom, each child's name is affixed to a visual behaviour training chart which serves to champion and celebrate pupils' positive behavioural choices. The approach also encourages independent reflection where behavioural choices need rethinking. Consequences of significantly poor behaviours are outlined too.

The Behaviour Training System works as follows:

At the beginning of every day, children select their name and place it on the green circle to show that they are ready for learning. If they are feeling worried, anxious, not had breakfast or not feeling ready for learning for any other reason, they place their name on the blue concerned face. Where an adult in the classrooms sees a child's name on the concerned face, they will intervene with the child and help them to feel prepared for learning.

During lessons*, children can be moved up or down the behaviour chart.

When children demonstrate high standards of behaviour it is possible that their name will then ascend to the next stage, to bronze, and so on, all the way through to Silver, Gold and then Platinum. If a child reaches the Platinum stage their behaviour throughout the day should be sparkling. There is recognition for these positive behavioural achievements such as 'a call home to parents / carers' where a child has reached Platinum. The child will also receive one of our PUPAC value badges.

In the event that a child make careless behavioural choices, they are initially prompted to reflect – with a fair amount of time to sufficiently calm and manage de-escalation.

Where there is further escalation of poor behaviour, the child is further supported in reflecting on their choices. This is accompanied by the visual cue of their name moving own the chart to blue. In serious cases, the child's name will move down further to purple. Where a child turns their behaviour

around, their name can move back up the chart in incremental stages. Only a member of SLT can put a child on pink or red as this will be for more serious incidents.

If a child is on bronze or above and they make poor behavioural choices, they only move down one space with the opportunity to redeem themselves.

Only SLT will put children on pink or red.

Children can be moved up for:

- ✓ Being kind and considerate
- ✓ Displaying the PUPAC Values
- ✓ Completing learning to an exceptionally high standard
- ✓ Role modelling excellent learning behaviours
- ✓ Excellent effort/progress

Children can be moved down (only after prior use of gentle encouragement and verbal warning) for:

- ✓ Disturbing learning
- ✓ Refusing/not following instructions
- ✓ Being unkind and inconsiderate
- ✓ Using inappropriate language

The behaviour training chart has been designed to encourage children to aim for high standards of behaviour every day.

*During SFA, when children are not in their base classrooms, their name can only be moved down the chart in exceptional circumstances. It is then incumbent upon the SFA practitioner to inform the class teacher at break time.

See Appendix 1 for the 'Behaviour Training System'.

7) Philosophy for Children (P4C)

In addition to the aforementioned strategies, all pupils at Beddington Park Academy participate in weekly Philosophy for Children (P4C) sessions which strengthen their caring, collaborative, critical and creative thinking skills as well as their empathy, reasoning, resilience, speaking and listening abilities. Such skills are fundamental to any child's development and are academically proven to significantly impact thinking around the kinds of behavioural choices pupils make, in part, because they have had the opportunity to hone the kinds of interpersonal skills that fuel their confidence for making choices about how they interact in the world that are in everybody's best interests.

Appendix 1: Behaviour Training System



Behaviour Training System

Platinum	+	word of the week	=		+		+	
Gold	=		+					
Silver	=							
Bronze	=	Verbal praise & encouragement from teacher						
Something's troubling Feeling Good, Ready to Learn, Having Fun	=	Starting point / reset - (child chooses from the available two options)						
Blue	=	(warning should be given prior to this) Formal verbal warning. Can reflect on timeout table.						
Purple	=	Time out in another class. Detention given (length decided by SLT on duty) Class teacher contact parents						
Pink	=	Internal exclusion and detention given (length decided by SLT) SLT contact parents						
Red	=	Fixed term exclusion—SLT only						

CPOMS



Appendix 2: I-Messages and Conflict Stoppers

I MESSAGES 

1 I feel...when you...because it seems you're not respecting my right to...

2 So you're telling me that you feel...when I...because I'm not respecting your right to...

3 Swap turns

Then children choose a conflict stopper **4**



FEELING VOCABULARY

Angry
 aggravated
 annoyed
 defiant
 disgusted
 enraged
 exasperated
 frustrated
 furious
 hateful
 hostile
 indignant
 infuriated
 mad
 obstinate
 outraged
 perturbed
 peeved

Worried
 agitated
 anxious
 bothered
 restless
 tense
 uneasy
 unsettled

Sad
 despondent
 depressed
 dismal
 low
 melancholy
 miserable
 unhappy
 weepy

Hurt
 abandoned
 abused
 attacked
 belittled
 bitter
 cheated
 disappointed

I have the right... to be heard!

The Right to Be **SAFE**

Right to Privacy

RIGHT TO PLAY

RIGHT TO BE TREATED WITH DIGNITY

- Right to education
- Right to be safe
- Right to play
- Right to leisure
- Right to be heard

Appendix 3: United Nations Convention on the Rights of the Child

United Nations Convention on the Rights of the Child (UNCRC)

The Convention has 54 articles in total. Articles 1-42 are important for children to know about. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights. A more comprehensive outline of children’s rights is available from [UNICEF](#).

Yellow highlighted rights are particularly relevant in a school setting.

Summaries of the children’s rights from 1 - 42 have been executively edited by children for children.

They are:

1. EVERY CHILD HAS THE RIGHT TO HAVE RIGHTS [ARTICLE 1]
2. EVERY CHILD HAS THE RIGHT TO EQUALITY [ARTICLE 2]
3. EVERY CHILD HAS THE RIGHT TO HAVE THEIR BEST INTERESTS CONSIDERED [ARTICLE 3]
4. EVERY CHILD HAS THE RIGHT TO HAVE THEIR RIGHTS RESPECTED BY GOVERNMENTS [ARTICLE 4]
5. EVERY CHILD HAS THE RIGHT TO HAVE FAMILY GUIDANCE [ARTICLE 5]
6. EVERY CHILD HAS THE RIGHT TO LIVE AND GROW [ARTICLE 6]
7. EVERY CHILD HAS THE RIGHT TO KNOW AND BE CARED FOR BY THEIR PARENTS IF POSSIBLE [ARTICLE 7]
8. EVERY CHILD HAS THE RIGHT TO KNOW THEIR IDENTITY [ARTICLE 8]
9. EVERY CHILD HAS THE RIGHT TO BE CARED FOR SAFELY BY BOTH PARENTS EVEN IF THEY LIVE APART [ARTICLE 9]
10. EVERY CHILD HAS THE RIGHT TO KEEP IN CONTACT WITH BOTH PARENTS IF THEY LIVE ABROAD [ARTICLE 10]
11. EVERY CHILD HAS THE RIGHT TO LIVE IN THE COUNTRY THEY ARE SUPPOSED TO STAY IN [ARTICLE 11]
12. EVERY CHILD HAS THE RIGHT TO HAVE A SAY [ARTICLE 12]
13. EVERY CHILD HAS THE RIGHT TO EXPRESS THEIR OPINIONS [ARTICLE 13]
14. EVERY CHILD HAS THE RIGHT TO PRACTICE A RELIGION [ARTICLE 14]
15. EVERY CHILD HAS THE RIGHT TO MEET FRIENDS, UNLESS THERE IS A GOOD REASON NOT TO [ARTICLE 15]
16. EVERY CHILD HAS THE RIGHT TO PRIVATE TIMES [ARTICLE 16]
17. EVERY CHILD HAS THE RIGHT TO TRUSTWORTHY INFORMATION [ARTICLE 17]
18. EVERY CHILD HAS THE RIGHT TO FAMILY SUPPORT FROM THEIR GOVERNMENT [ARTICLE 18]
19. EVERY CHILD HAS THE RIGHT TO BE SAFE [ARTICLE 19]

20. EVERY CHILD HAS THE RIGHT TO BE LOOKED AFTER WITH CONSIDERATION FOR THEIR CULTURE [ARTICLE 20]
21. EVERY CHILD HAS THE RIGHT TO HAVE THEIR BEST INTERESTS PRIORITISED IF THEY ARE ADOPTED [ARTICLE 21]
22. EVERY CHILD HAS THE RIGHT TO THE SAME RIGHTS AS OTHER CHILDREN IF THEY BECOME A REFUGEE [ARTICLE 22]
23. EVERY CHILD HAS THE RIGHT TO TAKE PART [ARTICLE 23]
24. EVERY CHILD HAS THE RIGHT TO A CLEAN ENVIRONMENT AND THE BEST POSSIBLE HEALTH [ARTICLE 24]
25. EVERY CHILD HAS THE RIGHT TO HAVE THEIR WELL-BEING CHECKED REGULARLY IF THEY'RE NOT LIVING WITH FAMILY [ARTICLE 25]
26. EVERY CHILD HAS THE RIGHT TO APPROPRIATE HOUSING, FOOD AND CLOTHING [ARTICLE 26]
27. EVERY CHILD HAS THE RIGHT TO A REASONABLE STANDARD OF LIVING [ARTICLE 27]
28. EVERY CHILD HAS THE RIGHT TO AN EDUCATION AND FOR THEIR DIGNITY TO BE RESPECTED [ARTICLE 28]
29. EVERY CHILD HAS THE RIGHT TO BE THEIR BEST AND TO CARE ABOUT THE WORLD [ARTICLE 29]
30. EVERY CHILD HAS THE RIGHT TO SPEAK THEIR OWN LANGUAGE AND FOLLOW THEIR OWN FAMILY'S WAY OF LIFE [ARTICLE 30]
31. EVERY CHILD HAS THE RIGHT TO EVERY CHILD HAS THE RIGHT TO PLAY, RELAX AND TAKE PART IN A VARIETY OF ACTIVITIES [ARTICLE 31]
32. EVERY CHILD HAS THE RIGHT TO BE PROTECTED FROM HARMFUL WORK [ARTICLE 32]
33. EVERY CHILD HAS THE RIGHT TO BE PROTECTED FROM BAD DRUGS [ARTICLE 33]
34. EVERY CHILD HAS THE RIGHT TO BE PROTECTED FROM BEING TOUCHED IN UNCOMFORTABLE OR UPSETTING WAYS [ARTICLE 34]
35. EVERY CHILD HAS THE RIGHT TO BE PROTECTED FROM BEING TAKEN AWAY ILLEGALLY [ARTICLE 35]
36. EVERY CHILD HAS THE RIGHT TO BE PROTECTED FROM HARMFUL ACTIVITIES [ARTICLE 36]
37. EVERY CHILD HAS THE RIGHT TO BE PROTECTED FROM INAPPROPRIATE PUNISHMENT [ARTICLE 37]
38. EVERY CHILD HAS THE RIGHT TO BE PROTECTED FROM TAKING PART IN WARS IF THEY ARE AGED UNDER 15 [ARTICLE 38]

39. EVERY CHILD HAS THE RIGHT TO SPECIAL HELP IF THEY HAVE BEEN HURT OR IGNORED

[ARTICLE 39]

40. EVERY CHILD HAS THE RIGHT TO BE TREATED FAIRLY IF THEY DO SOMETHING WRONG

[ARTICLE 40]

41. EVERY CHILD HAS THE RIGHT TO KEEP THEIR RIGHTS IN THEIR COUNTRY [ARTICLE 41]

42. EVERY CHILD HAS THE RIGHT TO KNOW THAT THEY HAVE RIGHTS [ARTICLE 42]

Executively edited by STEP Academy Trust pupils for all children