



St Mary's Church of England Junior Academy

Positive Behaviour and Relationship Policy

Approved By:	Local Governing Body
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“No significant learning can take place without a significant relationship”.

James Comer

“Great teachers focus not on compliance, but on connections and relationships”.

PJ Caposey in Education Week Teacher

‘Schools should be safe and affirming places for all children, where they can develop a sense of belonging and feel able to talk openly with adults.’

DfE: Mental health and behaviour in schools

1. St Mary's Aims and Ethos:

- 1.1 At St Mary's C of E Junior Academy, it is our overarching aim to raise standards by promoting a school ethos that is underpinned by core Christian values. We recognise this will be most successful when the values and attitudes promoted by staff provide a model of behaviour for children. All our policies and decision making are formed through the lenses of these Christian values to ensure our school lives them out in all aspects of its collective life.
- 1.2 We have therefore used these values to develop positive relationships in a nurturing Christian environment that secures good behaviour for learning, leading to good outcomes for all pupils.
- 1.3 It is the aim to develop positive relationships between school, parents and our community and a shared understanding of our aims. This policy is designed to support the way in which all members of the school can live and work together.
- 1.4 We aim to promote an inclusive environment in which everyone feels happy, safe and secure, where they feel valued and respected. We want to develop self-confident, caring children who value themselves and others, and take responsibility for their own learning through their attitude to work.
- 1.5 Our policy promotes good relationships, so that we can work together with the common purpose of helping everyone to learn. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy in a consistent way.

2. St Mary's Values:

- 2.1 At St Mary's, our approach is firmly rooted in chosen Christian values:

RESPECT NURTURE COMMUNITY COURAGE AMBITION RESPONSIBILITY

- 2.2 We nurture respectful and responsible global citizens who contribute to their communities with compassion and courage.
- 2.3 Young minds grow with God's love and an ambitious curriculum for all, to enable everyone to flourish as they 'soar on wings like eagles' and 'live life in all its fullness'

3. Promoting Positive Relationships:

- 3.1 The building of positive relationships is a fundamental component of life in our school and community. The building of these relationships is important for all children but it is essential for children who have experienced trauma, adverse childhood experiences or have additional needs – for example children requiring additional support with attachment needs. For these children, positive relationships provide a sense of safety, security and belonging.
- 3.2 Promoting positive relationships is an ongoing process and can be thought of as a system of deposits in a bank. Shared positive experiences form the grounding of any relationship. These do not have to be significant events but small, positive, frequent interactions.
- 3.3 We recognise that positive (good) behaviour does not just happen, and that every adult who spends time in school has an important part to play in promoting behaviour which meets our expectations. They respond calmly with dignity and respect, modelling the emotional regulation we aim to instil in all our children. We avoid shouting unless the situation demands it to ensure our aim to create an environment in

which positive behaviour is the norm.

3.4 Children behave well when they:

- ☐ are in a safe, calm and positive environment where they are valued and matter as an individual
- ☐ have strategies to regulate their emotions and feelings
- ☐ understand what is expected of them
- ☐ see a purpose to what they're being asked to do
- ☐ feel that they are listened to
- ☐ are highly motivated by an exciting and varied curriculum
- ☐ have a task appropriate to their current attainment level
- ☐ know who to ask for help
- ☐ have opportunities to achieve
- ☐ know and feel that their achievements are valued
- ☐ have a well organised room that encourages independence
- ☐ know they will be supported
- ☐ know their physical needs are met
- ☐ feel comfortable and confident
- ☐ are given responsibility and encouraged to be independent
- ☐ are encouraged to reflect on their actions
- ☐ see that home and school work together

3.5 At St Mary's we believe Teaching behaviour is about:

Relationships	Having positive relationships with children and acting in a consistent and fair manner is the most effective way to ensure a positive and engaging learning environment.
Role Modelling	Using words and actions that mirror the responses we are trying to encourage in children.
Consistency	Working out the best way to support each individual child and ensure that approaches to that child are consistent.
Scripts and Routines	Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
Positive Phrasing	Disempowering challenging behaviour by using positive phrasing, limited choices, and appropriate consequences but with limited language (SEE APPENDIX A 'healthy language').
Planning	Making sure that responses to likely negative behaviour are planned for in advance (Positive Behaviour Support Plans) to ensure that people know what to do and are not taken by surprise.
Reward & Positive Reinforcement	Noticing when children are demonstrating socially acceptable behaviours and our school values and ensuring this is praised and rewarded.
Comfort & Forgiveness	Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

4. **Responsibilities and expectations:**

4.1 Ensuring, acknowledging and encouraging **positive behaviour is everyone's responsibility**. In order to create a climate in which everyone can feel respected and strive to live out our values, we must all take responsibility for acting appropriately. These responsibilities also form the basis of the **Home-School Agreement (See APPENDIX B)**.

4.2 **Staff responsibilities are to:**

- Create a safe and stimulating environment for pupils, rooted in mutual respect and care.
- Model expected behaviour at all times in relationships with each other and pupils alike
- Treat children as individuals, with dignity and respect, and be sensitive to their feelings and needs.
- Actively listen to what the children have to say and take appropriate action
- Work towards understanding reasons for behaviour that challenge by listening to pupils carefully, analysing their behaviour choices, and considering wider factors that influence behaviour choices.
- Be consistent and fair, acting in accordance with this policy
- Recognise achievements, be positive and praise children for meeting or trying to meet our expectations
- Fulfil our professional duties by being punctual, communication with other staff (including recording instances of negative behaviour), attending relevant meetings and training, and following the staff Code of Conduct.
- Communicate openly with parents, in a timely fashion and respect their knowledge of the children

4.3 **Children's responsibilities are to:**

- Demonstrate St Mary's school values in their actions – **RESPECT NURTURE COMMUNITY COURAGE AMBITION RESPONSIBILITY**.
- Be ready to learn.
- Listen to and follow adult instructions, doing as they have been asked as quickly as possible.
- Think about others and allow them to learn.
- Take responsibility for themselves and their belongings.
- Communicate honestly.
- Think about and explain why things have happened if something has gone wrong and reflect on how to move forward
- Try their best at all times.

4.4 **Parents' responsibilities are to:**

- Work in partnership with the school to promote high standards of behaviour.
- Help the children to understand the school values and talk to them about the **Home-School Agreement- (See APPENDIX B)**.
- Support the school's systems of praise and consequences. Seek clarification if it is needed.
- Keep the school informed in a timely manner of any circumstances that might affect a child's performance or behaviour, or any behaviour difficulties they might be experiencing at home.
- Ensure their child attends school regularly and punctually and notify the school of reasons for absence.
- Ensure their child comes to school appropriately dressed and equipped, particularly PE kit.

- Read all written communication from the school and respond accordingly.
- Attend parent/teacher consultation meetings.
- Encourage their child to have a positive attitude towards school, and to discuss any parental concerns about school away from the child.
- To share any concerns with school so that school is aware and can respond accordingly.
- Encourage their child to develop an appropriate level of independence.
- Adhere to **Trust Guidance (see APPENDIX C)**

5. Expectations for behaviour throughout the school:

5.1 Our values are reflected within our Pupil Code of Conduct and class charters (drawn up by the children and staff). These are displayed in school and referred to frequently. A shared understanding of the Code of Conduct and our Values is achieved through a common vocabulary, collective worship, PSHE lessons, and is modelled by all adults in our school community.

5.2 General Code of Conduct:

We will treat others as we wish to be treated, with kind hands and words

We will take care of each other and our school community

- We will walk silently to and from the hall (including PE lessons/library).
- We will walk down corridors.
- We will line up silently at the start of the day, end of break and lunch.

5.3 Playground Code of Conduct:

We will share, take turns and use our hands, feet and voices kindly.

We will play safely, looking after each other and the equipment by showing respect.

We will include others in our games.

We will be honest and truthful when things go wrong and try to put it right.

6. School reward systems:

6.1 We believe that rewards have a motivational role, helping children to see that their actions and hard work are valued.

6.2 A '**Give me 5' approach** is used to focus children's attention and is displayed in every classroom and indoor teaching area (**See APPENDIX D**).

6.3 Every class in our school consistently follows a **positive reward system** with silver and gold rewards displayed visibly to openly recognise and encourage children showing better than expected behaviour consistently and over a longer period of time.

Dojo Points: Each child is in a House which they remain in throughout their time at St Mary's. Children can earn dojo points for a range of reasons, including effort, resilience and recognition of progress in learning alongside showing our school values (See **APPENDIX E**). Each week the dojo points are totalled up and the winning class is recognised in the celebration assembly and awarded a small trophy for that week with the the winning House's colour tied to the Cup.

Silver sticker reward

- Children who achieve silver will receive a sticker.
- Names will be recorded in the Silver book in each class.
- A text will be sent home to inform parents
- Children will receive a special mention in the weekly Celebration assembly.



Gold sticker reward

- In exceptional cases, children will achieve gold and a gold sticker.
- Names will be recorded into the Gold book in each class.
- A text will be sent home to inform parents.
- Children will receive a special mention in the weekly Celebration Assembly.



Star of the week certificate in weekly celebration assembly: Each week, teachers choose two children for exemplary work, showcasing one of our school values or other such efforts that merit a special mention and a star certificate which is presented in the hall. Parents are invited to attend this assembly and share in celebrating their child.

Stickers: Children also receive stickers, take their work to the headteacher, subject leader, secretary or other staff.

Special roles: Children across the school are given roles, such as Head Boy & Girl, House Captains, Eco Leaders, School Council, Librarian, Subject Ambassadors and Playground Buddies.

7. Consequences and Procedures:

7.1 Any behaviour which falls below the expectations of the school, will require some level of intervention. Unacceptable behaviour will be dealt with using the stepped approach (see procedures below).

<u>Consequences</u>	<u>Examples of behaviour</u>
<p>Stage 1:</p> <p>Pupil receives a private verbal warning.</p>	<ul style="list-style-type: none"> ❖ Unkind words towards others. ❖ Refusal to follow adult instructions in the classroom, lining up / leaving assembly and outdoor playtime ❖ Refusal to come into the building at the end of playtime ❖ Disrupting a lesson by calling out, talking or silliness ❖ Swearing to self or under breath. ❖ Not respecting equipment e.g. throwing/breaking item. ❖ Choosing not to complete tasks on time. ❖ Not listening to a staff member or class member ❖ Distracting others
<p>Stage 2:</p> <p>Pupil receives a second private verbal warning</p>	<ul style="list-style-type: none"> ❖ For ignoring a stage 1 warning and carrying on with the behaviour that has been privately spoken to about.

<p><u>Stage 3:</u></p> <p>Pupil receives a reflection slip (privately) and 5/ 10 minutes consequence in SLT Office, missing some lunch break. Restorative conversation to happen about their behaviour</p>	<ul style="list-style-type: none"> ❖ Continued non-compliance and / or persistent unhelpful behaviour, following both a Stage 1 verbal and Stage 2 written warning.
<p><u>Stage 4:</u></p> <p>Pupil is removed from the classroom. They will receive a reflection slip (privately) and no more than a 20 minutes consequence in SLT Office, missing some of their lunch break.</p>	<p style="text-align: center;"><u>Consequences for more severe behaviours that challenge or harm:</u></p> <ul style="list-style-type: none"> ❖ Direct threats made to adults or children (20 minutes) ❖ Swearing directly at another person (20 minutes) ❖ Running around school during lesson time (equal to missed learning time) ❖ Throwing objects or equipment aggressively (20 minutes) ❖ Hurting someone deliberately e.g. pushing, kicking (20 minutes or an internal suspension see stage 5) <p>NB: It is likely that Steps safe handling intervention maybe necessary.</p>
<p><u>Stage 5:</u></p> <p>Pupil can be internally suspended (0.5 days)</p>	<ul style="list-style-type: none"> ❖ Racist incidents e.g. verbal racist remark overheard by any other adult or child. ❖ Homophobic incident ❖ Deliberately hurting another pupil and continued threats/ intentions which put another pupil's or their own safety at risk. ❖ 3 + physical harm / verbal abuse incidents in one week will trigger an internal suspension. ❖ Continued targeting behavior which poses concern to bullying behaviours (3 reports against of one pupil acting against another child).
<p><u>Stage 6:</u></p> <p>Pupil can be suspended (sent home) or suspended pending investigation whilst the school seeks advice from external agencies</p>	<ul style="list-style-type: none"> ❖ Physical assault against a pupil and staff e.g. unprovoked isolated fistful punch, throwing furniture which causes harm or significant disruption to learning. ❖ Physical assault against an adult (individual case response). ❖ Deliberate attempt to abscond the school building which puts self or others at risk of harm. ❖ Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy

<p>Stage 6:</p> <p>Pupil can be permanently excluded for the following behaviours and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school</p>	<ul style="list-style-type: none"> ❖ A serious breach or persistent breaches of the school's behaviour policy ❖ Persistent physical assault against a pupil ❖ Persistent physical assault against an adult ❖ Persistent verbal abuse or threatening behaviour against a pupil ❖ Persistent verbal abuse or threatening behaviour against an adult ❖ Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
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8. STEPS approach

St Mary's has adopted the Norfolk STEPS approach to support positive behaviour. This recognises all behaviour as a form of communication – where positive behaviour shows all is generally well, and negative behaviour indicative of an unmet need. STEPS has an emphasis on consistency. Staff are trained in techniques to de-escalate a situation and to reduce the risk of harm.

8.1 An important aim is to provide opportunities to support and debrief both children and staff after an incident, enabling all to learn from what happened and begin to repair.

8.2 Staff are trained in STEPS and any new staff joining the school receive this training as soon as practicably possible. Annual refresher training is provided for all staff.

8.3 Use of Reasonable Force- Where reasonable, proportionate and necessary, STEP ON trained staff will use safe handling techniques in order to ensure safety (**See APPENDIX F**).

Restorative conversation

8.1 A restorative conversation is an approach and a way of working with conflict that puts the focus on repairing the harm that has been done. It asks all parties to share what their involvement was, how the incident has affected them and others and to agree what needs to be done for things to be put right.

8.2 We use restorative conversation that can be deployed when an incident occurs. We record this conversation using **a Reflection Slip (See APPENDIX G)**. Staff will use shared language and sentence prompts to support the conversations with children.

8.3 These questions used to structure restorative conversations:

- ❑ What happened, how were you feeling?
- ❑ Is it ok to make mistakes?
- ❑ What were you thinking?
- ❑ Who has been impacted or affected and how might they be feeling?
- ❑ How can we make things better?
- ❑ What will you do differently next time?

Reflect and Repair Conversation (AFTER AN INCIDENT) (See APPENDIX H).

8.4 Providing time to offer support and debrief for a pupil after any significant incident is essential to safeguard their emotional wellbeing and help them reflect and progress.

8.5 Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions:

- ☐ What did you do?
(Describe what happened and the choices you made)
- ☐ What were you thinking when you acted this way?
(How did you feel when you made the choice?)
- ☐ What was the impact of your choice on others?
(How did my choice affect others? How did your actions make other people feel?)
- ☐ If I was in the Green Zone, I could have made these choices:
(What could I have done differently?)
- ☐ I am going to do these things to help everyone feel better about what happened
(How will I fix it?):
- ☐ The consequence that has been agreed to help me to remember to make better choices is...

8.6 Visual aids will be used to support this discussion, particularly children with SEN or additional needs (See APPENDIX I).

9. Recording Behaviour

9.1 All school staff are responsible for ensuring behaviour that is challenging or harmful is recorded/logged appropriately. This supports building a full picture of an individual pupil, which in turn can help plan to meet their needs and prevent future incidents of negative behaviour. It also supports our duty of care and safeguarding for all pupils.

Our school uses an online system called CPOMS, which allows behaviour to be logged for a pupil, reduces workload for staff and keeps records accessible to support analysis and planning. Categories can be used to support analysing behaviour and responses, exploring trends and reporting to Governors.

9.2 We recognise not all negative behaviour requires logging, and most occasions will be fleeting and quickly resolved using the strategies outlined below. But all behaviour that requires a reflective slip consequence, or where a child is persistently repeating low-level negative behaviour (over several days or within a single day), must be recorded and shared with parents.

9.3 For pupils where they persistently or frequently require a consequence, the school will consider putting in place a **Risk Reduction Plan (APPENDIX I)**. The child may also have a **SEND Profile/Monitoring Profile (APPENDIX J)** which outlines additional support or different logging systems in place appropriate to their needs

10. Strategies to reduce the risk of suspension

10.1 Curriculum & Learning

We recognise that to be ready to learn, pupils need to be emotionally ready too. Our curriculum helps them develop understanding about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include explicit teaching of strategies for emotional self-regulation, through the **Zones of Regulation** approach, Anti-Bullying and Online Safety weeks.

10.2 Displays

Each class will develop a **Zones of Regulation board** to support pupils in recalling strategies they can use to self-regulate. The Zones of Regulation a powerful framework and curriculum to help students develop emotional self-regulation and control. This is essentially a curriculum framework organised around four coloured Zones to describe our feelings, energy, and emotions. The Zones of Regulation provides an easy way to think and talk about how we feel on the inside and sorts emotions into four coloured Zones, all of which are expected in life.

10.3 Pastoral Support Team.

We have three full time pastoral members of staff who offer children support throughout the day. Completing both responsive nurture support and planned sessions for children managing difficult situations in their homelife or personal development.

10.4 Lunchtime Nurture Club

A structured, nurturing and supervised environment for identified children who find unstructured times of day more challenging.

10.5 Positive Behaviour Support Plans-

At St Mary's we aim to offer any child who presents with behaviours that challenge or harm on a persistent basis, with a **Positive Behaviour Support Plan (SEE APPENDIX K)**. This is a plan tailored to the individual, which aims to understand and unpick reasons and functions of behaviours. Scripts and strategies are outlined and so all staff are equipped with a consistent approach to best supporting positive behaviours and de-escalation that fits the individual.

10.6 External agencies:

The SENCO promptly seeks advice from external specialists who offer support and target underlying difficulties. These may include support from some of the following:

Inclusion Team- The SENCO and school works closely with the Norfolk Inclusion Team and promptly seeks advice as soon as a pupil begins to present with risk of suspension.

Mental Health Support Teams- Work with families and parents to support with low level challenging behaviour and other difficulties such as avoidance and separation.

School and Community Teams- Directly support children through weekly intervention sessions in school, dually targeting social emotional difficulties such as with emotional regulation and academic support.

Benjamin Foundation- Providing weekly 1:1 creative sessions and a 'time to talk'.

10.7 Part-time timetables- These are offered in exceptional circumstances following advice of the Inclusion Team and under individual assessment. These are temporary (6-weekly) and reviewed every 2 weeks.

10.8 Managed Move: This is another strategy to offer a child a fresh start in a different setting, where this is in the best interests of the child. The SENDCo will support families in finding travel assistance where the school is over the statutory distance of 3 miles. The pupil will initially be on dual-role for a trial period to promote success.

10.9 Alternative Provision. In exceptional circumstances, the SENCO will secure an alternative part-time placement such as a forest school in order to provide more intense therapeutic support.

11 SUSPENSION & EXCLUSION

This school rightly sees suspension and exclusion as being a tool of last resort. We do not wish to exclude any pupil from school. All pupils have a right to access education and school in a supportive and protective environment. We value each child as an individual and aim to support them making positive behaviour

choices. On rare occasions it may be necessary to use tools of last resort, to ensure the safety of the pupil and others (pupils or staff).

11.1 Internal exclusion/withdrawal

This involves being removed from a class for a large portion of the day – usually a 1/2 a day or a full day. During this time the child completes work in the Headteacher’s office or a designated class/area as appropriate, supervised by an appropriate member of staff.

11.2 Parents/carers are always informed of this decision and invited to meet with the Headteacher/ Assistant Headteacher to discuss the concerns, reasons for internal exclusion/withdrawal and, if appropriate, a Risk Reduction Plan to support the pupil moving forward.

11.3 Suspension (formerly ‘Fixed-Term Exclusion’)

This is where a child is suspended from school and sent home. This could be for the remainder of that day, or for longer depending on the individual circumstances of the incident. The Headteacher will decide how long a pupil will be suspended for.

11.4 It is a formal process, with legal standing, and is used when either no other strategies have worked or the seriousness of the incident requires the school to put in place additional measures to safeguard the pupil and others upon their return. While suspended, a pupil may not attend the school site or public places during school hours. They will be provided with work that must be completed at home.

11.5 Parents/carers will be asked to accompany the child on his/her return to school for a reintegration meeting with the Headteacher or Assistant Headteacher to establish clear guidelines to support the child's future behaviour.

11.6 The school will notify the Local Authority of any suspension given. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

11.7 The letter to parents/carers also explains any grounds they may have to appeal the suspension.

11.8 Exclusion (formerly ‘Permanent Exclusion’)

The decision to exclude a child is taken in extreme circumstances by the Headteacher, after consultation with staff, the child’s parents/carers, and the Chair of Local Governance Committee. Permanent exclusion would mean the child continuing their education in another school. The school follows the HCC Exclusion Guidance Supplement (2017) unless there is a good reason to depart from it, with due regard to the Statutory Guidance issued by the Department for Education available here: <https://www.gov.uk/government/publications/school-exclusion>

11.9 Behaviour which could lead to Suspension or Exclusion from our school

Behaviour which could lead to suspension or exclusion from school would include:

- Behaviour which is life threatening.
- Intentional physical violence towards a member of staff.
- Unprovoked and/or sustained violence towards another child
- Deliberate use of extreme, abusive language towards anyone in the school community
- Repeated and deliberate abusive, racist, religious and homophobic and gender language
- Sexual misconduct

- Defiant behaviour, i.e. repeated and deliberate refusing to co-operate, or behaving in an unreasonable and persistently disruptive way
- Drug and/or alcohol related incidents
- Cyber bullying
- Deliberate damage to school property or that of other persons
- Theft
- Malicious allegations (against staff or other pupils)
- Physical assault against a pupil or an adult
- Verbal abuse or threatening behaviour against a pupil or an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- • Bullying - persistent, power imbalance and purposeful

In all instances, each case is judged individually and may result in suspension/exclusion alongside any other response.

12 Equal Opportunities

Our school has high expectations both for personal learning and social development. We are strongly committed to giving every child - regardless of disability, race, sex or religion - the opportunity to succeed to the best of their ability. Our planning systems ensure that the children's curriculum reflects these principles and our positive behaviour system provides the supporting ethos.

13 Children with Special Educational Needs

13.1 Our Positive Behaviour and Relationships Policy expectations apply to all children. All adults adhere to its framework and all children are expected and encouraged to do so. However, within our community there are children who need additional support. For these children, their behaviour is always placed within the context of the policy, but with the help of our SENDCo, it may be adapted and reasonable adjustments put in place to support children with specific needs.

13.2 The governors and staff are particularly proud of the kindness and sensitivity shown by our pupils towards our more vulnerable children and of the part the children play in making ours a truly inclusive school.

Appendices

APPENDIX A: 'healthy language'

- ✓ Well done
- ✓ Take yourself to your calm space thankyou
- ✓ I'm keeping you safe
- ✓ Show me how I can help
- ✓ Nothing - allowing student decision/self reflection
- ✓ We know you can do it
- ✓ Anything positive (but not patronising)
- ✓ We can try again another day
- ✓ Thankyou
- ✓ I can see you're upset
- ✓ Your feelings are important
- ✓ What can I do to help?
- ✓ I'm here for you
- ✓ It's ok to feel the way you do right now
- ✓ We can help
- ✓ I am listening
- ✓ Tell me what's happned
- ✓ Positively planned instructions; 'sitting with me, thanks'
- ✓ Empowering words
- ✓ Consistent language
- ✓ We are proud of you
- ✓ Limited choice - You can do X or Y

APPENDIX B: Home-School Agreement

ST MARY'S JUNIOR ACADEMY PARTNERSHIP HOME-SCHOOL AGREEMENT

Our Vision

At St Mary's Junior Academy we are inclusive, offering a broad, balanced and ambitious curriculum, which is relevant, inspires our children's imaginations and focuses on ensuring high standards. Our core values of Respect, Responsibility, Nurture, Community, Courage and Aspiration encourages us to live life in all its fullness because we believe that we are all made in the image of God.

We aim to provide a warm, caring and stimulating environment inspired by Christian values where individual talents are nurtured, developed and celebrated.

St Mary's Junior Academy was founded because of the Christian ethos of Service and a commitment to Serve and to Love lies at the root of everything we do.

Whatever our children, families or staff believe we exist for them, as our community and ensure everyone "Soars on wings like eagles."

This agreement outlines the key responsibilities and expectations to ensure that

The school's promise

We will:

- Value children as individuals
- Provide a broad and balanced curriculum that caters for all children, including when delivered remotely
- Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem - with additional support from the pastoral team when needed
- Ensuring that their learning is delivered so that they know what they can do and what they need to learn next
- Helping them to understand and adopt a healthy, physically active and environmentally friendly lifestyle
- Provide appropriate home learning activities
- Offer opportunities for parents and carers to get involved in school life
- Support children with additional needs through Reasonable Adjustments Plans, Pupil Passports and EHCPS in consultation with parents in line with our SEND Policy

Communicating with parents/carers by

- Informing you about the curriculum each term with ideas on how to support your child's learning at home (This information is also available on the website for each year group)
- Keeping the school website up to date with relevant information
- Inviting you to join us for celebration assemblies
- Weekly Headteacher newsletter with information and key events happening at school
- Holding consultation meetings so that the child's achievements and targets can be discussed and shared

- Responding to individual queries in a timely fashion
- Preparing an annual report on each child's progress which includes targets for future development
- Encourage good attendance and address any concerns with parents or carers where necessary

Manage discipline by:

- Dealing with disruptive behaviour in as calm a way as possible, in line with our Behaviour Policy
- Informing parents of any incidents of bullying, racism or violence
- Using restorative approaches in line with our Behaviour Policy
- Talking to parents if it is felt that their child's behaviour is causing concern and working with them to support the child in school

Parents'/carers' promise

We will support the school in educating our child by:

- Talking to our child about their learning in school and encouraging our child to take their school work seriously
- Making every effort to attend Parent Consultation evenings, and other meetings that are arranged to discuss our child's learning
- Encouraging our child to read every night and complete all home learning activities such as spelling and times tables
- Familiarising ourselves with our child's learning by looking at the relevant pages on our website and attending curriculum information sessions in school if possible

Support communication with the school by:

- Informing the school as soon as possible if our child is unable to attend
- Ensuring all contact details are up to date with the office
- Reading all communications and letters that are sent / brought home from school
- Responding to all appropriate requests for information in a timely manner - eg trip permission forms
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Making an appointment to discuss specific or significant topics (be aware that it is not always possible for a member of SLT to be instantly available)
- Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can not always expect that

Help the school's routine to run smoothly by:

- Making sure that our child attends school every day and arrives at 8:40am
- Ensuring that children have the correct school uniform including PE kits
- Ensuring your child brings the correct items with them each day - ie water bottle (containing water only), coat, packed lunch box, change of shoes etc
- Paying all monies owed promptly (school lunches must be paid in advance)
- Supporting the school in maintaining a high standard of behaviour and by not tolerating bullying, racism, sexism or violence
- Working with school if your child's behaviour is causing concern

Pupils' Promise

I will:

- Arrive at school on time and ready to learn
- Wear the correct uniform including PE Kit
- Remember to bring the right things to school each day - water bottle, coat, change of shoes etc
- Be friendly and caring towards other children and adults
- Take care of my own belongings and school equipment
- Walk sensibly when inside the school building
- Complete my home learning including reading, times tables and spelling
- Treat all adults in the school with the same respect, and respond politely when spoken to
- Talk to an adult if I need help
- Be ready to learn
- Listen to and follow adult instructions, doing as I have been asked as quickly as possible
- Think about others and allow them to learn
- Communicate honestly and explain why things have happened if something has gone wrong and reflect on how I can move forward
- Try my best at all times
- Have fun with my learning

APPENDIX C: Trust Guidance on Parent Responsibilities

Parent, Carer and Visitor Policy

[Linked here](#)

APPENDIX D: 'Give me 5' Approach



Give Me 5



5. Eyes



4. Ears



3. Hands



2. Mouth



1. Body still



APPENDIX E:

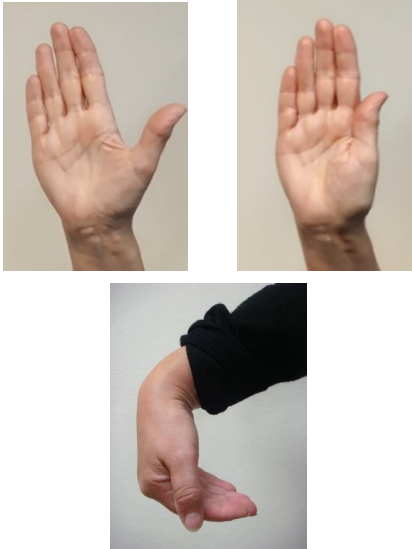
- **Behavior:** Polite, well-mannered, and courteous behavior
- **Academic work:** Effort, progress and attainment
- **Participation:** In school activities, such as sports, music, drama, and art or participating in something outside of their comfort zone
- **Attitude:** Positive attitude towards learning, school, peers and adults
- **Other: Kindness:** helpfulness, sharing, and setting a good example

Any adult can award a child a class dojo and they are recorded like this:



APPENDIX F: Step On Physical Interventions

We always used 'open' or 'closed' hands



Compliant guided hand hold



Alternative hand hold



Shoulder hug / guided shoulder hug



Arm hug



Paired guided arm hug



Open hand to stabilise and turn



APPENDIX G: Reflection Slip

REFLECTION SLIP

REPORT AT 12:00 PROMPT TO THE PASTORAL OFFICE.

Full name of pupil	Class	Given by (initials)
Send to: SLT in Pastoral Office		Date
<p>Reason (Teacher to complete reason against one of three expectations):</p> <p>Ready:</p> <p>Respectful:</p> <p>Safe:</p>		
<p>Restorative scripts:</p> <p>What happened, how were you feeling?</p> <p>Is it ok to make mistakes?</p> <p>What were you thinking?</p> <p>Who has been impacted or affected and how might they be feeling?</p> <p>How can we make things better?</p> <p>What will you do differently next time?</p>		
<p>Reflection appropriate to action 5 mins / 10 mins / 15 mins / 20 mins</p> <ul style="list-style-type: none"> ★ Restorative conversation with adult/ peer (use reflect and repair sheet) ★ Work to complete (only for non-completion of work in class.) ★ Verbalise/write an explanation (e.g. what being <i>ready</i> and <i>respectful</i> in registration looks like) ★ Make amends (e.g. put equipment back in place) 		
<p>Follow-up comments by the Reflection supervisor. (Please include reference to pupil attitude and dialogue about choices, what happened, what we could do another time etc.)</p> <p>Signed:</p> <ul style="list-style-type: none"> ● Class teacher to inform parents by SMS/email/phone call home. ● SLT to inform parents after 5th time in Reflection in a half-term and invite parent in for a meeting ● Reflection slip scanned and added to CPOMs along with the reflect and repair sheet 		

APPENDIX H: Reflect and Repair Conversation Sheet

Child's Name:		Class:		Date:	
Which ZONE were you in:	Blue Zone	Green Zone	Yellow Zone	Red Zone	
<p>What did you do? (Describe what happened and the choices you made):</p>			<p>What were you thinking when you acted this way? (How did you feel when you made the choice?)</p>		
<p>What was the impact of your choice on others? (How did my choice affect others? How did your actions make other people feel?)</p>					
<p>If I was in the Green Zone, I could have made these choices: (What could I have done differently?)</p>					

I am going to do these things to help everyone feel better about what happened

(How will I fix it?):

The consequence that has been agreed to help me to remember to make better choices is...

Shared with parent:

By:

APPENDIX I: Visual Aids (examples)



sorry 	ashamed 	calm 	happy 	better 	tired
sad 	How are you feeling now? 				worried
frustrated 					not sure
angry 					something else

tidy up 	clean up 	write a letter 	sit in the circle 	try again 	be safe
say sorry 	How can you put it right? 				be kind
do your work 					not sure
pick up what you threw 					something else

APPENDIX J: Risk Reduction Plan.



Pupil Specific Risk Assessment & Risk Management Plan

PUPIL DETAILS					
Name					
School					
Who has contributed to this plan					
Date assessment and plan written					
Date to be reviewed					
RISK ASSESSMENT					
Behaviour/Hazard	Opinion or Known Risk O/K	Deliberate, Accidental or Involuntary Harm D/A/I	Seriousness of Outcome A 1/2/3/4	Probability B 1/2/3/4	Consequence A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
TOTAL RISK SCORE	-	-	-	-	

Seriousness	
4	Extreme: Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment or critical damage
3	Major: Foreseeable outcome is hospitalisation, significant distress or extensive damage
2	Moderate: Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Minor: Foreseeable outcome is upset or disruption
Probability	
4	Almost certain: The risk of harm is persistent and constant
3	Likely: The risk of harm is more likely than not to occur again
2	Possible: The risk of harm has occurred within the last 12 months, however the context has changed to make a recurrence unlikely
1	Rare: There is evidence of historical risk but the behaviour has been dormant for over 12 months and no identified triggers remain
Consequence	
Seriousness	



P r o b a b i l i t y		Extreme (4)	Major (3)	Moderate (2)	Minor (1)
	Almost certain (4)	16	12	8	4
	Likely (3)	12	9	6	3
	Possible (2)	8	6	4	2
	Rare (1)	4	3	2	1

Additional measures to reduce risk must be taken for all red and amber areas of consequence

PUPIL RISK MANAGEMENT PLAN

INCLUDE PHOTO OF PUPIL HERE	Pupil	
	Outside agency support	
	Strengths, interests, rewards and/or motivators	
Presenting risky behaviours		Potential triggers, patterns and/or key themes
<ul style="list-style-type: none"> 		<ul style="list-style-type: none">
POSITIVE behaviours we are likely to see	What we will do and say to reinforce	
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
WARNING behaviours we are likely to see	What we will do and say to deescalate	
<ul style="list-style-type: none"> 		
CRISIS behaviours we are likely to see	What we will do and say to prevent harm	
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
RECOVERY behaviours we are likely to see	What we will do and say to restore	
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Copies to		Date

APPENDIX K: SEND Profile/Monitoring Profile (example)






7 Cs APDR Support Plan 2023-24



Name: PUPIL
Class: (Year 4)
School: St Mary's C of E Junior Academy

SEND Support Plan - ASSESS			
SEN Stage	Name	Class	School
K	Disability		
Date put on SEND Record	2021		
Primary Need	Social, Emotional & Mental Health		
Diagnoses & key information	Suffered early child hood trauma. EP report (13.10.22) identified difficulties with: impulsivity, manipulation, attention, listening and fidgeting, working memory, reading and phonics, writing and spelling, uncertain sense of self, insecure attachment, anger / loss of regulation and fear of failure. Dyslexia outreach Report reported: Lily Mae shows traits of dyslexia in what has been assessed, including some weaknesses in her phonological skills and poor working memory which impact on her learning which has also been disrupted by the effects of lockdown. This is the case for many of the children her age, but she also has difficulties with attention and concentration.		
Exam Access Arrangements (Approved Way of Working)	<input type="checkbox"/> Up to 25% additional time <input type="checkbox"/> Reader (individual or small group) <input type="checkbox"/> Word processor or electronic aid <input type="checkbox"/> Rest breaks / sensory breaks <input type="checkbox"/> Prompt (for focus) <input type="checkbox"/> Highlighter pens <input type="checkbox"/> Working away from main classroom <input type="checkbox"/> Scribe or transcribe <input type="checkbox"/> Enlarged / adapted visual materials <input type="checkbox"/> Other:		
Profiling tools	<input type="checkbox"/> Individual Needs Descriptors in Educational Settings (INDSES) <input type="checkbox"/> 7 Cs Learning Portfolio <input type="checkbox"/> FEASS <input type="checkbox"/> Combined SEND Checklist		
Strengths & Difficulties			
	Teacher voice	Pupil voice	Parent/Carer voice
Areas of strength	Pupil has had a fantastically positive attitude in class since the start of the academic year. She has been largely happy, worked hard and tried her best. She has won writer of the week for her first cold write where she wrote over a page with no support or direction.	I think I'm pretty good at maths and English.	Pupil struggles with English and Reading. I am worried there is an underlying problem.
Areas of difficulty	Lily-Mae can forget the purpose and key points of the lesson after teacher input which can result in her work being of subject, particularly when writing. She can struggle to switch between concrete and pictorial tasks. When she feels she has done work wrong she is quick to become emotional (albeit she can recover from this quickly and continue with work).	I find learning new things hard. I don't like it when it's noisy in the hall.	She is very vocal, and can get angry.
Personalised Provision			
Specialist assessment of needs & key reports	Reasonable adjustments & key provision		
<ul style="list-style-type: none"> EP report by Judith Carter (13.10.22). Completed a TOC submitted to NDS 03.07.23. Already on pathways for Neurodevelopmental Service (NDS). Dyslexia Outreach Service assessment (12.12.23) Referred to School and Community Teams (30-01-24) 	<ul style="list-style-type: none"> Regular adult check ins. Adults model using trick word and phonics mats. Daily phonics catch up interventions. Zones of Regulation. 		

Termly Plan, Do & Review

AUTUMN TERM - PLAN & DO				
This term we are working on these 3 small-step targets:				
Barrier (Element)	1	2	3	
Tracker Baseline	2	2	3	
Targeted Outcome	I will use my phonics and tricky word mats to help me write more independently so I can improve my spelling and help make my writing even better.	I can raise my hand and attempt to answer a question in class at least once a day, so that I grow in confidence within a group.	I can use positive language to identify one success everyday so that I can gain confidence in my abilities at school and at home.	
Teacher Adjustments	Teacher and/or TAs to check Pupil has her resources to hand when she starts writing and provide regular adult check ins to model using them to correct spelling errors during work.	Ensure at least twice a day, Pupil is asked directly for an answer to a class question or is encouraged to ask a question in class discussion through. Provide full praise regardless of accuracy of answer to improve confidence to "have a go".	Teacher and/or TA check in with Pupil every day what was your best success today and ask her to explain why she feels she was successful. Ensure to encourage positive self-description rather than describe something she liked e.g. "I worked very hard", rather than, "I enjoyed PE."	
Additional Support & Resources	Tricky words mat. Phonics mat.		Teacher/TA to keep a notebook of Lilly-Mae's positive comments for her to reflect on.	
Intervention	Daily phonics catch up interventions.		Zones of regulation (ZoR) interventions	
How people at home will support me	Ask Pupil about her positive comments each day after school and share in her pride.	Ask Pupil if she answered any questions in class today and congratulate her successes.	Use language of ZoR at home to reinforce understanding.	
My Self-Help Toolbox				
				
Tricky word mat	Phonics Mat	Notebook of Positives	Zones of Regulation	Adult Check ins

AUTUMN TERM - REVIEW						
Targeted Outcome 1						
7 Cs Tracker	Sept	2	Dec	3	Progress over term	+1
How I got on	-					?
Comments	Significant increase in independent use of tricky word and phonics mat to check some spellings in her own work. Always know where they are and improving finding specific words.					
Targeted Outcome 2						
7 Cs Tracker	Sept	2	Dec	4	Progress over term	+2
How I got on	😊					?
Comments	Pupil has shown a huge increase in confidence and almost always raises her hand for an answer or a questions at least once a day.					
Targeted Outcome 3						
7 Cs Tracker	Sept	3	Dec	3	Progress over term	0
How I got on	😊					?
Comments	Pupil still has difficulty sharing successes with an adult, particularly when based around academic work. She has more success describing success in lunch or break time activities.					
Provision Review						
	👍	What's working?			👎	What's not working?
Pupil voice	I know how to use my mats more. I always put my hand up.			I don't know what 'm best at at school		
Teacher voice	Clear improvements in behaviour focus and pride in work, demonstrated by desire to show use of resources and number of attempts to answer class discussion questions, ask for spelling help and ask own questions about learning by raising her hand.			Still needs to be more positive toward her work and less defeatist, particularly in maths. This attitude barrier is a factor which is restricting her progress.		
Parent/Carer voice	Happy that she has made these improvements in school			Would like the more positive attitude and behaviour to show at home more often too.		
What will we change?	Implement some strategies recommended by the Dyslexia Outreach Service (12-12-23). Extend Cognition target to require certain frequency of correct use of resources. Change creativity target to extend to perseverance on a task that Pupil finds difficult. Retain confidence target but refocus toward academic success every day.					
New focus elements	Curriculum: Spellings		Curriculum: Maths		Control: confidence	

APPENDIX L: Positive Behaviour Support Plan (template)



Positive Behaviour Support Plan

Name:	DOB:	Date:	Version of plan: Review Date:
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	Areas of strengths: Motivators:	SEN stage: Areas of Need:	Pupil voice:
Presenting behaviours that challenge or cause harm:		Possible triggers: Possible functions	Positive behaviours we are supporting:

Differentiated measures to promote / support positive behaviours
--

Positive behaviours:	What we will say and do to regulate behaviours and reinforce positives:
First signs of escalation:	What we will say and do to de-escalate/divert:
Behaviours that challenge:	What we will say and do to de-escalate/divert:
Behaviours that harm:	What we will say and do to best ensure safety:

Behaviours that challenge:	What we will say and do to de-escalate/divert:
Behaviours that harm:	What we will say and do to best ensure safety:
De-escalation and Reflect / Repair / Restore	

Signature of plan co-ordinator.....Date
 Signature of parent / carer.....Date
 Signature of young person (if appropriate)Date

