Behaviour Policy

Agreed by governing body – January 2023

Reviewed – 12/4/24

Compassion
Forgiveness
Friendship
Trust

Ackworth Howard Church of England (VC) Junior and Infant School

Rationale

Ackworth Howard CE School's vision for our children is rooted in Christian belief and principles for developing the mind, body and spirit. It is a primary aim of our school that every member of the school community feels valued and respected for their own uniqueness, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust, compassion, forgiveness and friendship. At Ackworth Howard CE Primary School, we want our behaviour policy to ensure that our children grow into ethically conscious, considerate and independent learners who acquire skills and knowledge through the development of confidence and positive self-esteem. We want them to act upon a personal set of well-founded values and attitudes with an increasing sense of personal responsibility towards, and as members of, the community.

Aims:
We aim to:
- Through a restorative and relational approach, create a culture of positive behaviour and an environment where expected behaviour is modelled and rewarded, and misbehaviour prevented.
- Provide a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe, welcome and secure.
- Have a consistent and positive approach to behaviour throughout the school by providing clear boundaries and modelling appropriate behaviour.
- Encourage self-discipline and self-efficacy so that each child learns to accept responsibility for their own behaviour.
- Ensure that every member of the school community behaves in a considerate, co-operative way towards others reflecting the ethos of our Christian values.
- Help our children develop into caring and thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage our children to co-operate with one another and with adults in the school.
- Create a positive climate with realistic expectation.
- Provide additional and different behaviour support and guidance for pupils with specific needs.
- Work alongside parents to encourage our children to develop their mind, body and spirit in preparation for living life in all its fullness.

Purpose of the policy:
To provide simple, practical procedures for staff and learners that:
- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Focus Review Magic Three

School Rules	
We are respectful. **We are safe.** **We are ready.**	
How will staff behave?	Key ways to recognise conduct that is over and above.
• Model the standards of behaviour at all times. • Use restorative language. • Adhere to agreed routines and policy.	• Positive rewards and praise. • Recognition boards – agreed class focus areas. • Stay safe monitors – awarding whole school points to stay safe display.
All Staff, Everyday	Support Beyond the Classroom
• Refer to the three school rules and never ignore negative behaviour. • Adhere to behaviour routines. • Follow up every time to retain ownership and engage in reflective conversations with pupils.	• OPAL (Outdoor Play and Learning). • Pupil Leadership. • SEMHW Advocate.
Leadership Team	Alternatives to Exclusion
• Ensure presence and consistency in policy and practice to encourage appropriate conduct. • Celebrate staff and learners whose efforts go above and beyond. • Ensure appropriate staff training is identified and targeted.	• Community service. • Responsive process in line with restorative justice. • Engage with external services.

Roles and Responsibilities

All staff
• Meet and greet at the door.
• Refer to 'we are ready, we are respectful and we are safe.'
• Model positive behaviours and build relationships.
• Plan lessons that engage, challenge and meet the needs of all learners.
• Use a visible recognition mechanism throughout every lesson. (signal, pause, insist)
• Be calm and give 'take up time' when going through the steps (see appendix). Prevent before sanctions.
• Follow up every time, retain ownership and engage in reflective dialogue with learners.
• Never ignore or walk past learners who are behaving badly.

Teaching Staff
Will uphold the Teachers' Standards.
'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

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Leadership Team

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model, and show a unified consistency to the learners.

- Meet and greet learners at the beginning of the day.
- Be a visible presence in the school to encourage appropriate conduct, particularly at times of mass movement.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly share good practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Make sure that the 'buck stops here.'

Governors:

Ensure that the school has a policy, which is implemented, communicated, published, monitored, evaluated and reviewed.

Parents/Carers:

Will ensure they have read and understood the school's behavior policy and procedures and actively encourage these, supporting the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher.

If the concern remains, they should contact the Deputy Headteacher (Inclusion and Behaviour lead). If these discussions cannot resolve the problem the complaints policy should be followed.

Role of the School Council and Pupil Leadership groups:

We wish to work closely with the School Council, Safety Monitors and Anti-bullying Ambassadors, and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. The School Council will be involved in:

- Determining this policy with the Governing Body.
- Discussing improvements to this policy during the school year.
- Devising school rules and sanctions.
- Reviewing the effectiveness of this policy with the Governing Body.

Consistency in Practice and Routines

- Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about Behaviour. *All staff will utilise the 'Managing behaviour' system consistently. We will use the 'Signal, Pause, Insist' approach in classrooms and around school.*
- Consistent follow up: Ensuring 'certainty' at the classroom, staff and leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating. *We recognise that consistency in responses to behaviour build positive and trusting relationships, thus minimising the need for serious consequences.*
- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour. *We will utilise and implement the 'Recognition and Rewards' system consistently.*
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours. *All staff will utilise the 'Managing behaviour' system consistently.*

- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour. *We will display the agreed rules in each classroom. They will be referred to by all staff when addressing positive and negative behaviours. We will use class 'Recognition Boards.'*
- Consistent respect from the adults: Even in the face of disrespectful learners! *We will maintain a calm and consistent demeanour and relentless positivity.*
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced routines for behaviour around the site: In classrooms and around the site.
- Consistent environment: Consistent visual messages that echo core values and positive images of learners. *Rules displayed in each classroom and the use of the 'Recognition Board' with regular reference by all staff.*

Established Routines

We have established relentless routines to ensure the following key areas are consistent and maintain a calm, safe and happy environment for pupils and staff at all times.

- Terrific Transitions (Transitioning between lessons – Signal, Pause, Insist; Cloakrooms – Safety Monitors and Self-regulation; End of play / lunch times – Whistle Procedure; End of day routines – Teachers leading pupils through role-model conduct and established procedures)
- Wonderful Walking (End of play and lunchtimes; Around school site; Around the classroom; Around the playground)
- Delightful Dialogue (Respectful to both peers and adults; Keeping calm and consistent; Building positive relationships with peers and adults)
- Courteous Conduct (Appropriate responses during lessons; Treating each other with respect; Treating school property with respect; Representing ourselves and our school in the best possible way)

<u>**Recognition and rewards for effort**</u>

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Children are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At Ackworth Howard, we recognise good behaviour, effort and conduct in the following ways:

Focus for Praise	Praise Method	Approach Explained
Learning and Effort — Learning Attitudes — Achievement — Values and Behaviours	House Points (TrackIt)	Classroom visual points system
	Headteacher Positive Notes	Headteacher award – above and beyond
	Classroom Recognition Board	Classroom focus – desired behaviours
	Safety Monitor Visual Tracker	Whole school incentive – unstructured times and led by pupils
	Christian Values Nominated Children	Nominated during worship by class teachers
	Vision Award	Nominated before worship by class teachers for living the school vision
	Achievement Award	Nominated before worship by class teachers for academic achievement
	Golden Welly Award	Above and beyond during play – unstructured times

	Vision Trophy	Nominated for outstanding contribution to living the vision – weekly
	Reading Trophy	Celebrating reading achievements at class level
	Attendance Awards	Celebrating individual attendance achievements

Managing Behaviour

Classroom/Teaching Space:
Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps will always be thought through with care and consideration, taking individual needs into account where necessary. We will praise the behaviour we want to see and minimise attention seeking behaviours. All learners will be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Steps	Actions
1. Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
2. Reminder	A reminder of our three simple rules: Ready, Respectful, Safe delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3. Caution (Amber Trackit)	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'
4. Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: • I have noticed that you are... (Having trouble getting started, wandering around etc.) right now. • At Ackworth Howard, we… (refer to the 3 school rules – ready, respectful and safe) • Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 2 (or up to 5) minutes after class/during break. • Do you remember yesterday/last week when you... (Refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time.
5. Time Out (Yellow Trackit)	Time out might be a short time away from the classroom with another class/TA/nurture room/calm space. (Recorded on CPOMS) It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.
6. Repair	This might be a quick chat at break-time in or out of the classroom or a more formal meeting Restorative Practice: 5 questions is usually enough from the following: • What happened?

	• What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
Consequences (Additional Work Template – Appendix)	Impositions: Up to 5 minutes of time missing break for in-class behaviour Up to 5 minutes of time standing at designated area for in-playground behaviour Additional work to be completed at break time or that evening, countersigned by parent and returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.
Follow-up	If a child has two incidents in a week requiring reflection (Step 6), the class teacher must inform parents. If a child has three or more incidents in a week requiring reflection, a face-to-face meeting between the teacher and parents/carers will be arranged. The Key Stage Lead or member of SLT may be invited if deemed appropriate. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.

Examples of undesirable behaviours:
- Lack of respect towards each other
- Deliberately hurting another child
- Threatening behaviour, including bullying
- Deliberate disobedience
- Discrimination including the use of homophobic or racist language
- Deliberate vandalism of school property
- Malicious accusations against staff or pupils

Serious Incidents:
Incidents of serious or dangerous negative behaviour will be immediately reported to the Senior Leaders within school.
Such incidents may include:
- Consistent bullying behaviours
- Racist, sexist or homophobic comments
- Physically striking adults

Restorative Practice
Ackworth Howard School uses Restorative Practice systems to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in each classroom as part of the Ackworth Howard Behaviour Blueprint. We will challenge any form of humiliation or sarcasm. Every effort will be made to maintain safety and retain all children's access to learning. The truth of a situation will be sought and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decision regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the 'Managing Behaviour' table above.

Recording
All members of staff are trained to use CPOMS (secure online recording system) to record safeguarding, behaviour and parent communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:
- Anti-bullying (Friendship issues / Online Concerns / Physical Bullying / Protected Characteristics / Verbal Bullying)
- Behaviour related (Against peers / Negative)
- Trackit Lights (Aggressive Behaviour / Damaging Property / Dangerous Behaviour / Disrespectful / Negative Attitude / Persistent Negative Behaviour / Vindictive Behaviour / Violence)
- Verbal and Aggressive behaviour (Against staff / Against Peers / Against Themselves)

Fixed-term and permanent exclusions
We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003*).* We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:
> www.teachernet.gov.uk/management/workingwithothers/safeschools/exclusions

Use of Restrictive Physical Intervention – Team Teach
At Ackworth Howard the use of restrictive physical intervention is seen as a last resort when all other options have been exhausted and will be used with the minimum degree of intrusion required to resolve the situation. Where possible the use of restrictive physical intervention will be carefully planned and involve staff who have received awareness training on de-escalation techniques and approaches and the Team Teach approach to the use of restrictive intervention.

The school has adopted the CYPS guidance *The Use of Restrictive Physical Intervention for Children and Young People* (NYCC, June 2009).

The use of reasonable force – Department for Education Guidance
At Ackworth Howard School, alongside Team Teach, we follow the law and guidance as set out in the DfE document 'Use of reasonable force.' The duty of care for all who work in school includes the protection of children from harming themselves or others and in certain circumstances; reasonable force would need to be used to achieve this.

Reasonable force is:
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When reasonable forced might be used:
Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It 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.

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to 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;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- To restrain a pupil at risk of harming themselves through physical outbursts.

SEND
Where a teacher, in discussion with the SENDCo and Senior Leaders feels that reasonable adjustment must be made to the provision provided to a child who is unable to work within the general school policy, a personal behaviour plan will be drawn up by the SENDCo, with support of the class teacher. Risk assessments will accompany this if necessary. The plan will be shared with parents and then a copy will be kept in school.

Zero-tolerance approach to sexual harassment and sexual violence
Through our whole-school approach to safeguarding and child protection, we operate with the best interests of the child at our heart and therefore school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Serious misbehaviour includes, but is not limited to:

- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

We will:

- never tolerate or normalise this behaviour and are very clear is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- Challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts.
- Understand that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Our school vision openly promotes the 'challenging of injustices' at every level.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

- Sanctioning through the Behaviour system
- Removal from classroom
- Removal from unstructured times
- A behaviour plan
- A fixed-term exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report (Ackworth Howard Safeguarding Policy - https://www.ackworthhowardschool.co.uk/wellbeing/safeguarding)
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - o Manage the incident internally
  - o Refer to early help
  - o Refer to children's social care
  - o Report to the police

Please refer to our child protection and safeguarding policy for more information.

Incidents of Inappropriate Behaviour Outside of School and on Media Sites

The law states that teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Headteachers have a specific statutory power to regulate pupil's behaviour in these circumstances "to such extent as is reasonable."

School is aware that teachers may discipline a pupil for:
Any inappropriate behaviour when the child is:
- Taking part in any school-organised or school related activity,
- Travelling to or from school,
- Wearing school uniform,
- In some other way identifiable as a pupil at our school.
Or inappropriate behaviour at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school,
- Poses a threat to another pupil or member of the public,
- Could adversely affect the reputation of the school.

In response to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, school will respond in the following way:
- The child will be spoken to regarding the incident.
- Any other children involved in the incident will be spoken to.
- Parents will be contacted regarding the incident.
- If it is felt that there will be repercussions in school the child (ren) involved will be monitored by school staff.
- If follow up incidents do occur then the schools procedures will be adhered to.
- If the incident witnessed raises child protection concerns then the schools Child Protection Policy and procedures will be adhered to.
- If the incident witnessed involves breaking the law then the police will be contacted.

The above procedures also apply to incidents of inappropriate behaviour involving media sites. School has an E-Safeguarding Policy which can also be referred to.

Monitoring and review
This policy is reviewed annually to ensure it reflects current practice.

APPENDICES

Appendix A – Trackit Lights Explanation
EYFS / Key Stage 1 / Key Stage 2 – Trackit Lights

Trackit Lights is the behaviour tracking system used throughout Ackworth Howard. The system is an engaging and motivational behaviour management toolbar for children, which allows staff to quickly log positive and negative behaviour at any point in the school day. With an emphasis on recognising positive behaviour, Trackit Lights provides instant, visual praise to pupils as well as a clear, specific warning linked to a behaviour being displayed to encourage children to make the right choice.

Each class uses the Trackit Lights behaviour system tool to award house points for 'Green' (positive) behaviours. These include, but are not limited to the following categories:

- Joining in/contributing well
- Working hard
- Being helpful
- Great effort
- Leading by example
- Being ready for learning
- Looking after the environment
- Homework
- Headteacher's Award (exceptional learning behaviours and attitude to learning)

For every positive behaviour logged, 1 house point is awarded and displayed next to the pupil's name and house points are reset at the end of the day.

The warning system is made up of an amber, yellow red system that is triggered by, but not limited to, the following categories:

- Not following instruction
- Not on task
- Disrespectful behaviour
- Negative attitude
- Distracting others
- Aggressive behaviour
- Persistent negative behaviour
- Dangerous behaviour
- Vindictive behaviour
- Disrespectful
- Negative attitude
- Targeted aggressive behaviour
- Violence
- Damaging property

The first of the warning colours is orange / amber. There will be no deduction of house points. In the first instance, a verbal warning and take up time will be given. When a second warning is needed, the behaviour is logged as orange making the current behaviour choice clear to the pupil. The pupil's name will turn orange as a visual warning. Pupils should be on orange for the shortest amount of time possible. As soon as the behaviour choice is rectified, a green behaviour can be logged which will remove the orange colour. This will make the positive behaviour choice clear to the pupil.

All children begin each day with a fresh start.

Reasonable adjustments can be made to suit the individual needs of pupils – such as a table alert system, rather than visually on the teacher's screen.

Persistent negative behaviour is recorded through the school's CPOMS system and follow up is scheduled with the Pastoral Lead / SEMHW Advocate where appropriate, after implementation of classroom strategies, or an individualised behaviour plan where necessary.

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Appendix B – Restorative Approach

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.
Why use a restorative approach?

- ✓ To build safer, happier schools
- ✓ To change behaviour, not punish - punishment doesn't meet needs of any of those involved
- ✓ To prevent situations where there may be kudos or 'street cred' attached to any punishment
- ✓ To encourage children to take responsibility for their actions
- ✓ To encourage children to feel that they belong (base psychological need), rather than being isolated or excluded
- ✓ To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- ✓ To develop empathy
- ✓ To repair harm
- ✓ To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process.
The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed. The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1:
To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

Restorative Questions 2:
To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?

Appendix C – Teachers' Standards

Department for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix D – Ackworth Howard Behaviour Blueprint

Ackworth Howard Behaviour Blueprint

The Ackworth Howard Way...
We believe in building trusting and respectful relationships, through consistent responses to behaviour and praising the positives. Everyone understands their role and works relentlessly to achieve their best.

Rules
We are ready
We are safe
We are respectful

Visible Adult Consistencies
Modelling conduct
Consistent cues
Calm and caring

'Over and Above'
Learning and Effort
Learning Attitudes
Achievement
Values and Behaviours

Routines

Terrific Transitions   *Wonderful Walking*   *Delightful Dialogue*   *Courteous Conduct*

Behaviour Management Steps
1. **Redirection** (Non-verbal cues)
2. **Reminder** (3 rules privately)
3. **Caution** (Outlining behaviour and consequences)
4. **Last Chance** (30 second intervention)
5. **Time Out** (Cool off elsewhere)
6. **Repair** (Restorative conversation)

Microscript (30 second Intervention)
✓ **I have noticed that you are**...(having trouble getting started, wandering around etc.) right now.
✓ **At Ackworth Howard we**...(refer to 3 school rules - We are ready, safe, respectful)
✓ **Because of that, you need to**...(refer to action to support behaviour e.g. moving to another table, complete learning at another time)
✓ **See me for** 2 (or up to 5) minutes after class/during break.
✓ **Do you remember yesterday/last week when you**...(refer to previous positive behaviour)
✓ **That is who I need to see today**...
✓ **Thank you for listening**...then give the child some 'take up' time.

Restorative Conversation
➢ What happened?
➢ What were you thinking at the time?
➢ What have you thought since?
➢ How did this make people feel?
➢ Who has been affected?
➢ How have they been affected?
➢ What should we do to put things right?
➢ How can we do things differently in the future?

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Ackworth Howard Behaviour Response Blueprint

Expected behaviours

All adults need to model and encourage the school rules and routines. It is essential that we are all consistent with our messages and approach. We can use this flow chart to ensure we are adhering to the behaviour policy in our response to different types of behaviour.

Positive Behaviours

Follow the behaviour policy and use the table below to award appropriate behaviours.

Negative Behaviours

Follow the behaviour policy and use the table below to sanction inappropriate behaviours.

Serious Isolated Incident

As defined in the behaviour policy.

Focus for Praise	Praise Method	Approach Explained
Learning and Effort / Learning Attitudes / Achievement / Values and Behaviours	House Points (Trackit)	Classroom visual points system
	Headteacher Positive Notes	Headteacher award – above and beyond
	Classroom Recognition Board	Classroom focus – desired behaviours
	Safety Monitor Visual Tracker	Whole school incentive – unstructured times and led by pupils
	Christian Values Nominated Children	Nominated during worship by class teachers
	Vision Award	Nominated before worship by class teachers for living the school vision
	Achievement Award	Nominated before worship by class teachers for academic achievement
	Golden Welly Award	Above and beyond during play – unstructured times
	Vision Trophy	Nominated for outstanding contribution to living the vision – weekly
	Reading Trophy	Celebrating reading achievements at class level
	Attendance Awards	Celebrating individual attendance achievements

Steps	Actions
1. Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
2. Reminder	A reminder of our three simple rules: Ready, Respectful, Safe delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3. Caution (Amber - Trackit)	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'
4. Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: • I have noticed that you are... [Having trouble getting started, wandering around etc.] right now. • At Ackworth Howard, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 2 (or up to 5) minutes after class/during break. • Do you remember yesterday/last week when you... (Refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening .. then give the child some 'take up' time.
5. Time Out (Yellow - Trackit) Manually Record on CPOMS.	Time out might be a short time away from the classroom with another class/TA/nurture room/calm space. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.
6. Repair	This might be a quick chat at break-time in or out of the classroom or a more formal meeting. Restorative Practice: 5 questions is usually enough from the following: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
Consequences (Additional work template – Appendix)	Impositions: Up to 5 minutes of time missing break for in-class behaviour Up to 5 minutes of time standing at designated area for in-playground behaviour Additional work to be completed at break time or that evening, countersigned by parent and returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.
Follow-up	If a child has two incidents in a week requiring reflection (Step 6), the class teacher must inform parents. If a child has three or more incidents in a week requiring reflection, a face-to-face meeting between the teacher and parents/carers will be arranged. The Key Stage Lead or member of SLT may be invited if deemed appropriate. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings and an individualised behaviour plan to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.

Actions

Record through Trackit (Red) - completing the Incident form which automatically transfers to CPOMS.

Prompt call to parent / carer to inform of the serious nature of an incident and notifying the post of a formal letter inviting to meeting with teacher / member of SLT.

Formal meeting to discuss consequence of serious incident and plan how to address moving forward.

Repair and Reintegration Meeting with Child / Teacher and follow up work addressing nature of the incident (using the opportunity to educate and reinforce the school rules / routines).

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Ackworth Howard Church of England (VC) Junior and Infant School

Appendix F – Additional Work Home Template

Ackworth Howard - Missed Learning Home Template

As per the behaviour policy, when a pupil has missed learning, due to having a 'Time Out' they may need to complete missed learning. Please see information below for the task and time to complete.

Name / Year Group:

Missed learning and task to complete (Indicate time needed to complete):	
Signature of parent / carer:	

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