






The Lord Almighty is holy. His glory fills the world. (Isaiah 6:3)

We strive to live holy lives through
 “... love that is patient and kind” that “never gives up”
 enabling us to “Go out into the world, and love the people we meet.”
 (Saint Paul and Saint Teresa)

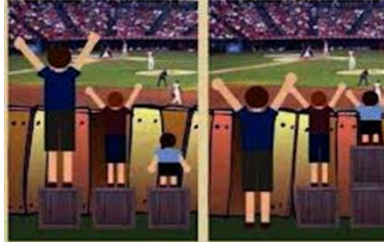
SERVICE	THANKFULNESS	UNDERSTANDING
		
SAFE	HAPPY	LEARNING

Attachment Aware Behaviour for Learning Policy

Objective	Our Understanding	Our Action
To create an ethos of pro-social behaviour in school.	Positive attitudes to learning and conduct in lessons and around the school impact on the achievement of all pupils’.	All members of staff will have high expectations, modelling positive and pro-social behaviours at all times, in all aspects of school life. This also extends to any visitor coming into our school.
To create a culture of self-discipline – where children know that pro-social behaviour is expected as the norm, take control over their behaviour and are responsible for the consequences of it.	Behaviour is a language and all children need to be supported to understand their emotions and develop self discipline. Restorative practice for more challenging behaviour works. Minor issues can be dealt with swiftly and efficiently by refocusing children on their learning within the classroom.	A range of interventions are in place to support the children in developing their personal self-discipline and responsibility. Adults manage and influence behaviour; restorative conversations help children to learn that they are responsible for the choices they make.
To ensure that all members of the school family are treated fairly, shown respect and feel safe at school.	Positive and productive relationships with children are central to ensuring school is a ‘secure base’ for all.	Adults take the lead with children who struggle to maintain positive relationships.
Children on a positive pathway		

Equality of opportunity is not the same as equality of provision

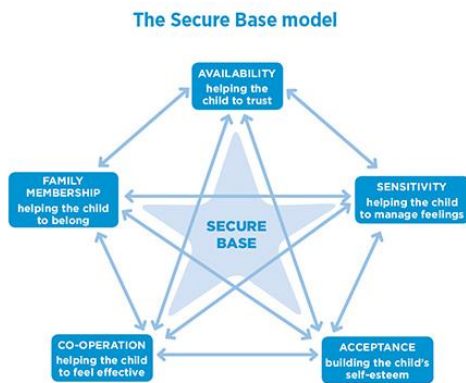
Children are individuals. Our aim is always to allow equality of opportunity and to achieve this, we understand that provision will vary. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



This policy aims to provide as much guidance and information as it can but there will be a whole range of personal plans and individualised provision in place in the school at any time. This support has to be flexible to support the children effectively; it would not be possible to outline everything here.

Behaviour is a form of communication.

The Special Educational Needs Code of Practice 2015 refers to Social, Emotional and Mental Health difficulties (SEMH), promoting a shift toward viewing behaviour as a communication of an emotional need whether conscious or unconscious, and responding accordingly. Taking a non-judgemental, curious and empathetic attitude towards behaviour will encourage all adults in school to respond in a way that focuses on the feelings and emotions that drive certain behaviours, rather than the behaviour itself.



The Secure Base Model provides a framework for adults to think in more detail about the different but connected caregiving approaches that can help a child to move towards greater security and improved behaviours for learning. It is a positive, strengths based approach that focuses on the interaction between the adult and the child, but also considers how that relationship can enable the child to develop Skills for life.

We work with vulnerable and challenging children whose behaviour interrupts their own and other's learning. Behaviour is a language and all children need to be supported to understand their emotions and develop self discipline. Staff in school strive to understand what is driving the behaviors of an individual and what can be done differently to enable a secure base and support them to be the best that they can be.

Consistency builds trust

Our close work with families and the community has demonstrated that to enable a 'secure base' for our children and give them the best chance of being at their best, we need to provide a consistent, calm and emotionally stable environment for them.

Our system is simple, equal and fair and we subscribe to a set of **transformative consistencies** that permeate our practice and interaction with the children:

We promote our Core Values

We use the language of our vision and core values to ensure a consistency of approach. Our Agreed rules are rooted in this framework and will be displayed prominently in every classroom and around the school. When discussing behaviour with a child we always 'frame it' using this language.

SERVICE	THANKFULNESS	UNDERSTANDING
We serve one another; We follow instructions We look after our school and family	We give thanks; We use kind words & actions	We are growing in understanding; of ourselves and others We forgive others and ourselves
SAFE	HAPPY	LEARNING

We give importance

'Let the children know that they are loved'

St Don Bosco

The deepest desire in human nature is the desire to feel important. That's why praise and reward work. Giving importance is different for everyone - we all value different approaches and have different interests but we are consistent in making the pupils in our school feel important.

We celebrate pro-social contributions

It is vital that we use good role models regularly. **Therefore, every day, in every class, the children are used to model exemplar behaviours and positive contribution. Staff will make explicit the link between these behaviours and learning.**

e.g. *"I would like everyone to stop now. Dylan's group are going to show us all how they can talk together quietly while they play their reading game."*

"I am very pleased that you have all remembered to walk quietly down the corridors. That shows respect for learners in other classrooms and makes a positive contribution to the learning in our school"

We promote self-discipline and each class will have a consistent approach to 'Recognition' to ensure that all children are aware that working hard, giving their best and making a positive contribution through pro social choices about behaviour results in positive consequences.

Your behaviour and effort makes a difference to learning! At All Saints's we celebrate learning and positive contribution in many different ways.	
Positive Reinforcers	Regular sincere and timely verbal praise (RSVP) Specific and Private marking the moment, text messages and phone calls home.
Values Certificates	At our weekly Celebration worship, two children from each class will be acknowledged with a values certificate and these will be presented by the class teacher. They will be chosen for their contribution in relation to our values, and praised for the impact that their efforts have had on learning in our school. Every child will be awarded a values certificate in this way at some point during the academic year.
Class Marble Jar	Marbles are awarded in recognition of the positive contribution that an individual or group effort makes to learning in their class. Marbles collected earn a reward for the whole class. Each class will agree the reward with their teacher in advance.

We teach routines

It is essential to establish routines that promote high standards of learning behaviour.

At All Saints's Children are praised for:

- Taking turns in talking
- Waiting until asked to speak;
- Following instructions the **first** time they are given;
- Listening to each other;
- Answering questions in full sentences
- Moving quietly and carefully about the room and corridors;
- Entering and leaving the room in an orderly and sensible manner
- Doing their best to complete work in a given time.

Children are taught to:

- Handle books and equipment and each others' work with care and respect;
- Return all books and equipment to their correct place after use;
- Clear and tidy surfaces and floors of learning materials at the end of each session.

Children are expected to work and talk quietly (unless the task specifically requires otherwise). Good behaviour is identified and praised. However, if the noise has risen beyond an acceptable level, staff will need to use a range of methods to control this:

- Body signals that children follow with the adult
- Songs
- Praise children who are working quietly. "I like the way...."
- Visual signals, audio signals e.g. bells

Whichever methods a teacher chooses to use, these must be **explicitly taught** and rehearsed with the children.

When moving around the school, children are expected to walk quietly keeping to the left of the corridor. When entering Worship or Whole School gatherings, children are expected to do so in silence. **Adults will model the expected behaviours and also be silent at these times.**

We restore relationships

'A child needs our love when they deserve it least'

William Glasser

We understand that positive and productive relationships with children are central to ensuring school is a secure base for them- **adults take the lead with children who struggle to maintain positive relationships.**

We use restorative conversations to restore the relationship between child and child or child and adult.

We use reflection logs to help children to learn that they are responsible for the choices they make.

Each new session during the day presents an opportunity for children to have a 'fresh start'.

We work in partnership

The 'pincer movement' between a dedicated teacher and a committed parent is very hard to escape.

The class teacher is responsible for taking the lead in developing a partnership with parents to ensure that they are fully involved in adjusting poor conduct and celebrating successful changes in behaviour. The class teacher will involve parents at an early stage where a child is experiencing problems with behaviour.

Children who struggle with their personal discipline benefit from a consistent approach at school and in the home.

Simple agreements that give the child the same message have maximum impact.

In addition, we work in close partnership with a range of agencies to improve outcomes for our children. This includes working with partners such as;

- Educational psychologist
- Solution Focused Practitioner
- Specialist Team
- School 2 School support
- Play therapist
- Early Help

We develop behaviour plans to meet need

The school Behaviour Policy supports the vast majority of children to maintain secure base /pro-social learning behaviours and remain on a positive behaviour pathway. Some children require a differentiated plan. This should be decided in discussion with SENCO/Learning Support Team/ parent/ pupil.

How are pupils identified for differentiated support?

- Behaviour at phase 2 – PSP is initiated/ or once three letters of concern have been received.
- Class teacher may refer pupils to Pastoral support meeting,
- Inclusion review meetings.
- Pupil Progress Meetings

What Tools are available to me as a professional for support?

- TA will record triggers and behaviour to track pupil day to day. Gain evidence and tailor support
- Positivity Diary
- Home school book. Sets pupil targets as needed
- Specific reward system in class designed to meet specific needs
- Behaviour Pathway
- Vulnerable child meeting/pastoral support team
- Solution focussed support
- EP consultation

What are the roles of the adults who can support a pupil?

- **Class teacher** ensures learning is planned to meet the needs of the learners, is engaging and supports pupils using School Behaviour Policy.
- **SENCO** in conjunction with class teacher and Learning support team to revise targets and sets review dates and meeting with parents and pupils. Enlists the support of other agencies.
- **Learning Support** provides a range of support (1:1, group, in class, breaks and lunch times)
- **Parents:** PSP 1 and 2 and School Behaviour Policy.
- **Head Teacher:** oversees above. Directs and challenges.

We use a 'stepped approach' to managing inappropriate behaviour & we deliver consequences with dignity

Behaviour management begins at classroom level with a positive and proactive approach rooted in our commitment to providing a 'secure base' for every child in our care.

We use a range of 'pro active' strategies to support children in maintaining pro social behaviours before escalating through the behaviour pathway. This could include:

- redirection
- distraction
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- sitting in another part of the room but still within the lesson
- peer led approaches – changing groupings, encouraging positive pairings

For the vast majority of our children a gentle reminder or nudge in the right direction is all that is needed. When the adult in charge feels that they have exhausted all the appropriate 'pro active' strategies, then they will follow the behaviour pathway. This will be recorded on the record of learning.

A reminder and caution should be delivered with dignity each time before a consequence is applied. Staff should not jump the consequence steps and as a general principle it should not be possible to go straight to 'Learning in another class'. Take-up time will be given between assertive interventions for the child to readjust his/her behaviour.

The reminder.

- A clear verbal reminder directed at the child making them aware of their behaviour and clearly outlining the consequences.
- A reminder of their previous good conduct that evidences that they can make pro-social choices.
- This step is recorded by an adult on the class 'Record of learning' sheet (Reminder) which is completed at an appropriate time so as not to negatively impact on learning and teaching in the classroom or draw attention to negative behaviours.

The Caution.

- A clear verbal caution directed at the child making them aware of their behaviour and clearly outlining the consequences.
- Children will be reminded of their previous good conduct to prove that they can make good choices.
- This step is recorded by an adult on the class 'Record of learning' sheet (Name Noted) which is completed at an appropriate time so as not to negatively impact on learning and teaching in the classroom or draw attention to negative behaviours.

1st consequence: Restorative conversation

- 1 minute of restorative conversation with the Class Teacher/Adult in charge of the class at the beginning of break, lunch or at the end of the day and recorded on the class 'Record of learning' sheet.

2nd consequence: Restorative conversation

- 3 minute restorative conversation with the the Class Teacher/Adult in charge of the class at the beginning of break, lunch or at the end of the day and recorded on the class 'Record of learning' sheet.

3rd consequence: Learning in another class.

- The child is directed to take their learning to an appropriate location depending on the time of day and staff in class. The child will complete their work in the class for the remainder of that session.
- A 'Learning in another class' slip will be completed and sent to the class receiving the child. This will be returned at the end of the session and placed into the Pastoral Support Folder.
- In the case of early years, the child will go to a thinking chair within the setting with a 5 minute timer

The child should not need to be escorted to the classroom by a member of staff. Staff should however use their professional judgement and if it is felt necessary, the child may be escorted to the agreed location. The 'Learning in another class' slip must accompany the child to the classroom of choice so that the receiving teacher is aware of the situation and expectations.

At the end of the session the child returns to their classroom and is spoken to about their behaviour, reminded of previous pro-social behaviour and the expectations for the following session.

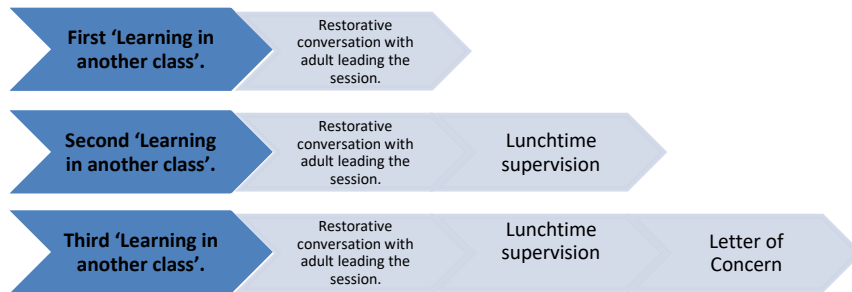
If the step above is unsuccessful, or if a child refuses to go to the agreed class to complete their work, then, the class TA will escort the child, with work, to an agreed location, for the remainder of the session. If the child still refuses to go to time out then the member of SLT on duty will be called to support.

A serious or significant incident will result in the immediate consequence of internal exclusion for the remainder of the day and a 'Letter of concern'. Three incidences of 'Learning in another class' within one day will automatically result in a 'Letter of concern'.

We follow up

We ensure 'certainty' at the classroom level. Teachers take responsibility for developing class and individual behaviour plans and interventions and implementing them. Teachers seek support with challenging behaviour but don't delegate the responsibility. All letters of concern are coordinated by the class teacher.

Multiple 'Learning in another class' within a day.



For the vast majority of children a period of learning in another classroom provides an opportunity for them to reflect upon their behaviour and to make the changes necessary to bring their behaviour in line with the way that we expect children to behave in our school. They are then able to return to class and return to their learning. Adults will always take a moment to repair trust and separate behaviour from the character of the child. 'I like you, I don't like the behaviour' is a consistent message that echoes through every intervention.

If you need support in dealing with an incident of challenging behaviour and are unable to leave your class, send the 'Red Triangle' to the office with a child and this will alert a member of the SLT that you are in need of assistance. **Refusal to engage with 'learning in another class' may result in support from the leadership team. This will automatically result in lunchtime supervision and the class teacher will inform parents.**

If children are repeatedly reaching high level classroom sanctions, senior leaders will support class teachers to create a Pastoral Support Plan. Parents/guardians will be expected to support this plan at home. Class teachers are responsible for the behaviour plan with the full support of senior leaders. The child will be discussed during the next Pastoral support meeting and plans made accordingly. Three 'Letters of concern' will also result in parents being invited in to set up a Pastoral Support Plan.

It is recognised that for some children further sanctions may need to be used;

As a school community in November 2021 we identified a group of serious behaviours that we believe have no place within our school or the society outside of school for which we are preparing our children. The list below is not exhaustive and does not indicate that the behaviours either currently or previously exist in the school:

- *serious physical assault on any member of the school community*
- *demonstrating inappropriate sexualised behaviour*
- *stealing from another person or school*
- *leaving school grounds without permission*
- *deliberately spitting at another person*
- *bullying in any format*
- *throwing objects with the intention to harm someone*
- *the deliberate use of homophobic or racist language to harm others*

Any of the Incidents above will, in the first instance, result in an immediate internal exclusion. This will ensure the safety of everyone involved and enable appropriate time for a thorough investigation to take place.

Each incident will be treated on individual merit with the final decision being made by the head teacher. If an incident occurs where a child or others are at risk, or a child is causing serious damage or disruption, trained staff will act using appropriate techniques, up to and including the use of physical intervention. No teacher or adult working with children ever wants to use physical guidance. There is always risk for children when adults 'guide and escort' even when using the least intrusive techniques. If there has been a need for physical intervention parents will be contacted and expected to attend school at a time agreed with the staff member contacting them.

Behaviour outside school

We see all children as ambassadors for our school and expect pupils to behave well out of School, a pupil's behaviour should be orderly and respectful of the people and environment around them. The school does not expect behaviour that would pose a threat to another pupil or member of the public or that could adversely affect the reputation of the school. The School will investigate instances of poor behaviour out of School and may impose a sanction in line with the school's behaviour pathway.

We record and reflect

All incidences of inappropriate behaviour that require a formal consequence, should be recorded by the adult dealing with the incident. Significant incidents, internal inclusion or concern letters should be recorded on CPOMS by the adult giving the consequence. Any fixed-term exclusions will be recorded by SLT on CPOMS

Any individuals causing concern should be discussed with phase leaders or SLT as appropriate.

Appendix 1

The All Saints Behaviour Pathway –

<i>Your CHOICE. Your BEHAVIOUR. Your CONSEQUENCE.</i>			
	BEHAVIOUR Contributing Positively	Positive CONSEQUENCE	SCHOOL ACTION
Stage 3 +	Making positive contributions within the wider community – e.g. raising money for charity, helping a member of the community / supporting a local community group / brownies or cubs badges	Recognition within school – assembly, Pride of All Saints	Bespoke rewards planned with class teacher/SLT Article/picture in the local paper All Saints Wall of Pride – photo in frame on corridor.
Stage 2+	Being helpful to school family members e.g. opening doors, picking up coats, helping someone who is hurt Always giving 100% in class learning Including others in games/play Supporting children new to the school to settle/make friends Attendance at 100%	Positive verbal praise Postcards home Positive notes Positive phonecalls home Text messages home 'Special' jobs Taking part in school team events – sport, music, art activities.	Whole class rewards/ individual rewards within class Celebration certificates on Fridays – inclusion on website and Whole School Dojo page End of year attendance 'treat' trip
Stage 1+	Following instructions Listening to others Showing good manners – please/thank you Looking at the adult delivering the learning (when appropriate) Attempting learning tasks given Completing learning to the best of ability Regular attendance at school	Positive verbal praise Responsibilities given Examples of good learning shown to class Class 'round of applause' Speaking to parents at the end of the day to share positives Class reward for highest attendance	Inclusion in class rewards Attendance awards – medals and certificates Trophy/treat for class

Your CHOICE. Your BEHAVIOUR. Your CONSEQUENCE.

	BEHAVIOUR CAUSING CONCERN	CONSEQUENCE	SCHOOL ACTION
Stage 1	<p>Ignoring instructions Low level disruption of teaching and learning Occasional talking at inappropriate times Not lining up sensibly Accidental damage through carelessness Deliberate time wasting Lack of attention Disinterest Name calling Playing in the toilets</p>	<p>Managed within Behaviour policy – Stepped approach leading to 1st & 2nd consequence - Restorative conversation at play time/lunch – 1 min, 3mins</p> <p>First incidence of ‘Learning in another classroom’. Parent informed by class teacher.</p>	<p>Lesson planning-varying learning styles/activities Focussed PSHE sessions to address issues Differentiation to meet need Careful consideration of Seating plans Interactive visual timetable Weekly Monitoring of class overviews & identification of trigger points Learning support team reviews concern Wishes & Feelings Advice from learning support team</p>
Stage 2	<p>Disengaged from learning/Wandering around Persistent disruption of teaching and learning Not responding to teacher’s guidance and support Using equipment inappropriately Unpleasant attitude towards others Hurting others physically or emotionally Disrespect to adults or pupils</p>	<p>Managed within Behaviour policy – Stepped approach leading to 1st & 2nd consequence - Restorative conversation at play time/lunch – 1 min, 3mins Recurring incidences of ‘Learning in another classroom’. Letter of Concern Parent meetings – recorded</p> <p>Lunchtime/Afterschool supervision Writing a letter of apology Completing Reflection Log Completing unfinished work at playtime/lunchtime Work sent home for completion</p> <p>Also refer to above sanctions</p>	<p>Individual behaviour chart Positivity diary Parents meeting resulting in agreed actions and review Increased emphasis on focussed PSHE sessions to address issues</p> <p>Weekly monitoring of class overview & identification of trigger points – bespoke support planned accordingly.</p> <p>3 letters of Concern incidents recorded on CPOMS - move to stage 3 sanctions</p> <p>Class teacher/ TA leads conflict resolution meetings between children</p> <p>Signposting to assess appropriate support/ parent training</p> <p>Allocated Emotional Literacy Support Assistant (ELSA)</p>

Your CHOICE. Your BEHAVIOUR. Your CONSEQUENCE.

	BEHAVIOUR CAUSING CONCERN	CONSEQUENCE	SCHOOL ACTION
Stage 3	<p>Being more disruptive following stage 1 &2 warnings or deliberate, persistent disturbance to learning</p> <p>Disrespectful comments</p> <p>Major challenge to authority</p> <p>Bringing inappropriate items to school</p> <p>Swearing (verbal and/or physical gestures)</p> <p>Wilful destruction of property</p> <p>Physically harming someone - Bullying or fighting</p> <p>Inappropriate touching</p> <p>Leaving class without permission</p> <p>Repeated refusal to follow instructions</p> <p>Harmful offensive name calling e.g. racist</p> <p>Bullying/cyber bullying</p>	<p>Separation from the rest of the class/group - internal exclusion.</p> <p>Same day telephone call and/or meeting with parents. Class teacher and member of SLT recorded and Letter of Concern</p> <p>Pastoral Support Plan</p> <p>Pre arranged Internal exclusion</p> <p>Fixed term exclusion</p> <p>Withdrawal from class rewards</p> <p>Also refer to above sanctions</p>	<p>Referral to SLT to support with initial PSP meeting with parents</p> <p>Fixed term exclusion (Lunchtime Exclusion)</p> <p>Learning support team intervention</p> <p>Boxhall Profile</p> <p>Strengths & Difficulties Questionnaire (SDQ)</p> <p>Referral to appropriate professionals within school's core offer</p> <p>Referral to Early Help</p> <p>Monitoring of behaviour incidents</p> <p>6 letters of Concern recorded on CPOMS - move to stage 4</p>
Stage 4	<p>Persistent and serious behaviour problems</p> <p>Repeatedly leaving class without permission</p> <p>Fighting and intentional physical harm to other children</p> <p>Throwing large dangerous objects eg : chairs</p> <p>Verbal/Physical abuse towards any staff member</p> <p>Extreme danger or violence</p> <p>Bringing to school dangerous weapons/objects</p> <p>Leaving the school site</p> <p>Very serious challenge to authority</p> <p>Illegal behaviour</p>	<p>Immediate involvement of HT/DHT</p> <p>Fixed term exclusion - Recurring behaviour will involve longer exclusions</p> <p>Behaviour pertaining to lunchtimes will involve exclusion at lunchtimes</p> <p>Also refer to above sanctions</p> <p>Permanent Exclusion</p>	<p>On-going parent partnership</p> <p>Reduced timetable</p> <p>Referral to external support agencies</p> <p>7 Letters of Concern recorded on CPOMS, 1 day Fixed Term Exclusion (FTE)</p> <p>8 Letters of Concern recorded on CPOMS, 2 days FTE</p> <p>9 Letters of Concern recorded on CPOMS, 3 days FTE</p> <p>10 Letters of Concern recorded on CPOMS, 4 days FTE</p> <p>10 Letters of Concern recorded on CPOMS, 5 days FTE</p> <p>Reduction of school day</p> <p>FTE to accomodate Governor review</p> <p>13+ Letters of Concern recorded on CPOMS Permanent Exclusion</p>
<p>Each incident will be treated on individual merit. Incidents of harm where a child or others are at risk, or a child is causing serious damage or disruption may result in immediate fixed term exclusion. All decisions regarding exclusion will be made by the head teacher, and in his absence, the deputy head teacher.</p>			

Appendix 2

All Saints Key principles

- **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).**

- **Behaviour is a form of communication.**

The 2014 Code of Practice replaces Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – this promotes a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.

- **Taking a non-judgmental, curious and empathic attitude towards behaviour.**

All adults in schools strive to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. CYP with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress”

- **Putting relationships first.**

School ethos promotes strong relationships between staff, CYP and their parents/carers. School creates a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

- **Maintaining clear boundaries and expectations around behaviour.**

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help CYP feel safe, their educational environment needs to be high in both nurture and structure. CYP need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise CYP from their peers, school community and family, leading to potentially more negative behaviour.

- **Behaviour must always be viewed systemically and within the context of important relationships** (i.e. a relational communication pattern rather than an internal problem).

- **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for CYP's SEMH needs.**

“The parent-child connection is the most powerful mental health intervention known to mankind”
(Bessel van der Kolk)