

PART OF THE THINKING SCHOOLS ACADEMY TRUST



“Transforming Life Chances”

PROMOTING SELF ESTEEM AND POSITIVE BEHAVIOUR POLICY

This policy was created	Sept 2019
This policy is to be reviewed	Sept 2020 Sept 2021 Updated January 22 Reviewed September 23

Self-esteem

A child's self-esteem reflects how she / he feels about themselves. Low self-esteem will be reflected in academic attainment, behaviour, body language, social interactions, approach to life and overall demeanour.

Learning about behaviours

At All Faiths pupils learn about the behaviours and vocabulary that promote high self-esteem and success in learning.

These are taught through the Thinking Healthily curriculum, a comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development.

Thinking Healthily aims to help children know and value who they really are and how they relate to other people in this ever-changing world.

Pupil Voice

Pupils have the opportunity to be involved in having a say in decisions about things in school that affect them.

School Council

3 times a year, pupils from Year 2 to 6 elect 2 pupils to represent their views on the School Council. Each class holds a Circle Time discussion about issues they would like to raise. The School Council representatives prioritise these to discuss each fortnight at their School Council meeting.

Surveys

We regularly ask pupils for their views. Results are published to appropriate audiences including Ofsted. The Myself as a Learner survey indicates pupils' levels of self-esteem and attitudes to learning. Results are analysed and whenever possible, appropriate support is put in place.

School Meetings

School meetings are held to discuss and review whole school issues/procedures and to set and evaluate success against whole school challenges.

Thinking Skills Drive Team

Pupils in KS2 are elected to represent their classes. The team meet regularly to discuss ways to move thinking forward.

'All behavior is communication'

'Given what I know about this child and their development what is this child trying to tell me?'

Rationale

At All Faiths, we recognise that every member of the school community has rights and responsibilities. We aim to promote self-esteem to ensure that everyone is able to exercise these rights and responsibilities effectively. We promote mutual respect and consideration for others in order to create an environment in which we all feel safe, secure, able to learn, work and make a positive contribution to school life.

We believe that everyone should behave in a way which upholds these values because it is the

right way to behave and not simply to gain extrinsic reward.

We believe that the only behaviour we can change is our own. Outside factors may well impinge on our ability to do so. We set firm boundaries of acceptable behaviour. We help pupils to build resilience to outside pressures and an understanding of each person's role in a collective responsibility to meet the School Aims.

We believe that by creating an environment that exemplifies these values the possibility to prevent challenging behaviour is maximized.

Rights and responsibilities

We believe that everyone has the right to:-

- feel physically and emotionally safe
- learn, teach and work in an environment which maximizes their performance
- be treated with respect regardless of age, gender, religion, culture, ethnicity or physical differences
- be valued equally.

Everyone has a responsibility to:-

- behave in a way which causes everyone to feel physically and emotionally safe
- behave in a way which helps everyone to learn, teach and work to the best of their ability
- treat everyone with respect
- make a contribution and value the contributions that each individual can make to the All Faiths Community.

Respecting rights and responsibilities

It is important that children choose to behave in a responsible way because it respects the rights of others and keeps them safe. This should be internalized and not done for extrinsic reward eg: stickers, certificates.

We believe that **all** pupils need acknowledgement. For most, positive attention and/or affirmation that they are behaving in the expected way is sufficient. Adults regularly notice and acknowledge positive behaviours and 'right choices' through the class behaviour ladder and golden tie. Each day starts afresh.

Developing Behaviours for learning

Behaviour for learning is focussed on establishing positive relationships with others, on being self-reflective and self-managing and on *engaging* with the curriculum.

Code of conduct

Each class creates their own Code of Conduct, at the relevant developmental levels of the pupils, exemplifying the rights and responsibilities. The Code of Conduct is displayed in the classroom and referred to on a regular basis.

Creating an environment which maximizes positive behaviors for learning has several elements:-

1. regard for Maslow's Hierarchy of Need

2. the quality of teaching
3. the way in which we communicate
4. the establishment of secure routines and expectations
5. the physical environment.

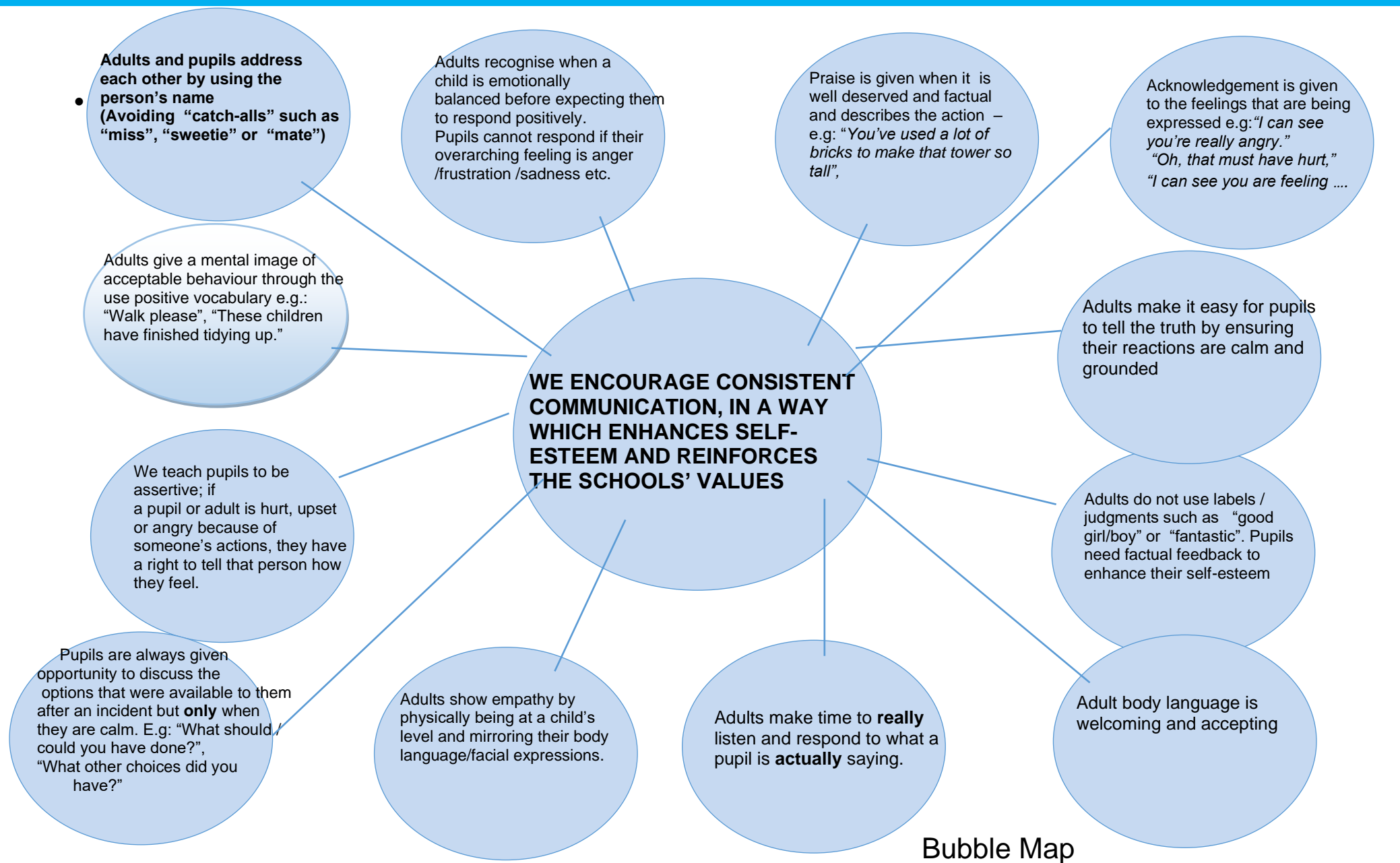
Maslow's Hierarchy of Need (Appendix A)

Pupils' basic physical needs should be met and they also need to feel emotionally safe and secure. These elements promote self-esteem and allow pupils to take risks in their learning. We need to always remember that if needs are not met, pupils find it difficult to behave in the expected way.

We need to ensure that we always ask "why" a pupil is behaving in a certain way and do our utmost to identify the need/s that are not being met. It is **our** responsibility to help pupils improve their behaviour, learning and emotional well-being.

At All Faiths, we help to meet physiological needs by:-

- encouraging pupils to drink water freely
- allowing pupils to go to the toilet when necessary using a toilet card system
- having protocols and procedures to access medical care
- providing a Breakfast Club and fruit during the day
- allowing pupils to "take a nap" if they are distressed by being tired.



Bubble Map

Consistency of language, routines and expectations.

Consistency enhances a feeling of safety and security, children feel safe when they know what to expect.

At All Faiths we use a shared vocabulary that encourages children to take responsibility for their own behaviour.

- “Think about the choice you are making”.
- “You have a responsibility to
- “You can (do this) or (do that)
A win / win situation which allows the child to make the right choice, which can then be acknowledged.
- “Tell with words rather than show how you are feeling”.
- “At All Faiths we

To gain pupil’s attention, adults put their hand up and expect and wait for all pupils to stop what they are doing, stop talking and put their hands up.

Starting the day

Children are welcomed into the classroom from 8.30am. (7.45 a.m. for Breakfast Clubbers). They are expected to engage in a pre-set independent activity having put their coat; book bag and contact book in the designated areas. This gives adults an opportunity to greet each pupil as they arrive.

Collective Worship

Children enter and leave in silence and choose where they sit, for example with a sibling.

Playtime / Lunchtime

Pupils return to their classroom as individuals or small groups as the message “walk in calmly” is passed around. A bell is rung and a class sign held up to let pupils know which group should leave the playground for lunch.

At the end of the day

Pupils collect their coats and book bags in small groups. Teachers use varied criteria to select groups. All pupils then sit on the carpet and leave individually as their Contact Book is given to them. This gives adults the opportunity to acknowledge pupils individually.

Learning Environment

Our calm, consistent, high quality, tidy environment promotes self-esteem and positive attitudes.

Completion of assigned work

All children are expected to complete work set for them. If work is not completed in lesson time, children will be asked to complete it in their break or lunchtime. Staff will make sure that the time spent doing this is reasonable and proportionate. Children kept in at lunchtime will always be entitled to eat their lunch, although this may not happen until their work is completed. Pupils will always have access to the toilet during break and lunchtime.

From time to time, many pupils will challenge the boundaries of acceptable behavior. Some pupils will continually challenge the boundaries, usually because their need for attention is so great, that any attention – even when it is negative, will be a source of fulfillment.

We, therefore, use a stepped approach to unacceptable behaviour, which is matched to the pupil's needs and which helps to reverse negativity. (Appendix B) An example might be:

- tactically ignore inappropriate behaviour, which is not disturbing others
- describe (regularly) appropriate behaviour e.g. "I can see _____ is ready to learn, he is looking at me"
- remind the pupils that using the "calm down" chair (or outside calm area)
- use facial expression, body language and voice to exemplify approval or disapproval. Sometimes a "look" is all it takes!
- give a verbal warning followed if necessary, by a visual warning before applying a sanction.

Adults **do not** shout, it is not respectful and undermines our philosophy (an exception may be when safety is at risk and an immediate warning is required)

Each class has a visual behaviour ladder that they use as a visual reminder for pupils. (Appendix C)

Sanctions

These sanctions are **never** used for the whole class, they are for individual pupils who have not made the right choice.

The **certainty** not the **severity** of a sanction is vital. Sanctions should be imposed as soon as possible after they are given. A verbal warning and then a visual warning is given, before imposing a sanction. Sanctions are applied in a proportionate and stepped approach:

- Pupils are asked to move down the behaviour ladder with an outline given of the expectation required for them to move back up:
- Pupils are given the choice to change behaviour or go to Bean Bag (IFS & KS1) or Time Out Table (KS2)
- Exclusion from an activity outside the classroom accompanied by an adult;
- A short exclusion in another classroom, accompanied by an adult to explain to the receiving teacher.
- Pupils are expected to apologise and make some kind of recompense for inappropriate behaviour e.g.: if a pupil has thrown a pencil, s/he picks it up, if someone has been unkind, a negotiated kindness must be done, where appropriate.

Extreme Behaviour

If a pupils' inappropriate behaviour is continuous, adults investigate why. There is always a reason(s).

The exceptions to the graduated response are:-

- Extreme behaviour which immediately threatens health and safety;
- Continuous disruption of own or others' education or well-being.

In these circumstances, a Red Alert Card is sent to a member of the Leadership Team. It is the teacher's or Lunch time support staffs' responsibility to make this judgment.

A member of the Leadership Team will then take the responsibility for dealing with the

behavior, with a view to returning the pupil to the classroom or playground as soon as possible.

Behaviour away from school

We are proud of All Faiths Children's Academy and all of the pupils who attend. It is important to us that we are viewed as a positive part of the community. This means that there may be occasions where pupils' behaviour away from school, will still have a consequence in school. The school has the right to discipline children in the following circumstances, although children can only be disciplined when on the school premises:

When the pupil is:

- Taking part in any school- organised or school- related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil of the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions on 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.

This includes inappropriate behaviour/activity on social media. Bullying, both online or offline, is not tolerated at All Faiths Children's Academy and sanctions will be taken in line with the school behaviour policy. Further information can be found in the anti-bullying policy on the school's website.

For more information see:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Physical Intervention/Positive Handling:

Staff may only use physical intervention as a last resort and should be trained in doing so. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures – See TSAT Positive Handling policy for further information and guidance.

Power to Use Reasonable Force

Any incident where a child has needed to be handled must be recorded in the folder which is held by SLT. This should be done as soon as possible after the incident and every record must be seen and signed by the Headteacher.

A positive handling plan must be completed for any child who has needed to be handled. This should be done in advance if there is evidence that it is likely to be needed. If not, it must be done after the first incident of handling, even if it is believed this will be a one off. The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should make themselves familiar with DFE guidance 'Use of Reasonable Force - advice for school leaders, staff and governing bodies'. Behaviour training is provided for staff on a regular basis.

Behaviour Improvement Plans (BIP)

If a pupil is unable to respond positively through the application of this policy, a specific plan will be drawn up with rewards and sanctions specifically designed to meet the needs of the pupil. Every pupil has a key – it is our responsibility to find it! An accurate log of the pupils' behaviour is kept in advance of a BIP being written. This information is essential to inform

the plans aims and objectives. Plans are negotiated with all interested parties alongside a member of the Senior Leadership Team. A record of the pupil's progress towards meeting his/her targets is diligently kept. The plan is reviewed termly. If small step targets are not achieved within a week, the plan is reviewed

Extrinsic rewards **may** be necessary if the pupil's emotional literacy is not sufficient to understand the concepts of "rights" and "responsibilities". Extrinsic rewards, if essential, should be short-term and changed often, with the intention that the pupil learns to behave in the right way because it is the right thing to do

- If the plan is to include an Integration Programme (to gradually build a pupil's successful time at school) advice must be sought from LT and/or outside agencies e.g: the Local Authority
- Consideration must be given to the necessity of an Educational and Health and Care Plan.

Internal Exclusion at an offsite inclusion facility

It may be appropriate for a pupil to have an internal exclusion at an offsite inclusion facility. if it is felt that the consequence of internal exclusion within school is not strong enough. This is likely to be at another school in the local area.

Parents/carers are informed via a phone call/conversation/meeting and this is followed up with a letter.

This is arranged by the school but parents/carers are expected to provide transport for their child

Fixed Term Exclusions

We use exclusion as a part of a positive approach to behaviour management, setting a firm and non-negotiable boundary for unacceptable behaviours. Examples include but are not limited to the following:

- Racist, homophobic, transphobic or use of other derogatory language
- Sexual language/behaviour.

All staff will challenge inappropriate behaviour between peers and will not downplay or dismiss behaviours of this type. Please see KCSIE (Keeping Children Safe in Education) 2021 - paragraph 48

The incidents above are all logged and are sometimes reported to other agencies and groups e.g. governors, the Local Authority and Ofsted (during an inspection). In some cases, school may need to contact other agencies e.g. social care, the police.

- Verbal or physical attack on another pupil leading to injury
- Persistent bullying (including online bullying), racism, sexism or harassment (which causes significant distress)
- Physical attack on an adult
- Ongoing and repeated defiance towards staff (including SLT)
- Very dangerous or irresponsible behaviour e.g. on a school trip
- Bringing an offensive weapon in to school
- Major theft or vandalism
- Extreme physical bullying
- Extreme vandalism
- Bringing a weapon into school
- Leaving site without permission (away from immediate boundaries)
- Bringing drugs or other illegal substances into school

- One off serious breach or persistent breaches of the school's behaviour policy
- Serious behaviour away from school that falls under the remit of the behaviour policy
- Malicious allegations against staff
- Threats towards staff on social media
- Threats towards other children, taking into account the age of the child and the context of the situation
- Threats or malicious comments to/about pupils on social media that are negatively impacting school life

When incidents occur at this level, witness statements from other pupils should be obtained at the time.

- All Level 5 behaviours (APP B) could lead to a Fixed Term Exclusion, the length of which is proportionate to the actions. When excluding a child, we follow the Local Authority guidelines
- Only the Headteacher (or deputy/assistant head in her absence) can exclude a child. The parents/carers should be telephoned as well as sent a letter. The parents/carers should accompany the child on their return to school (or make an appointment to see the Headteacher if work commitments make this difficult) to discuss a joint way forward
- Fixed Term Exclusions are seen as a 'last resort' and will normally only be after an internal exclusion at another school
- After each Fixed Term Exclusion, a reintegration meeting is held with the pupil, parent/carer and a member of SLT
- All paperwork is completed before the decision to exclude is undertaken
- See the TSAT Guidance on Exclusion from School for more details

When deciding if an exclusion is appropriate, the Head of School will consider:

- Whether the pupil's learning has been appropriately differentiated;
- Whether this policy has been followed;
- When appropriate, if at least one Behaviour Improvement Plan has failed;
- Advice about helping the pupil to succeed has been sought.

In extreme cases or particular circumstances, exclusion can be made at the Headteacher's discretion.

This would include

- An unprovoked attack on a pupil leading to injury
- Extreme physical bullying
- Extreme vandalism
- Bringing a weapon to school
- Leaving the site without permission

Back to school- successful re-integration

- A Behaviour Improvement Plan must be in place
- An interview with the parent/carer and pupil must be conducted during which the school's expectations of behaviour are clearly explained to the pupil.

Serious Incidents

Any incident which risks the health, safety or well-being of any member of the School Community must be recorded on Safeguard and the Head of School informed.

Equality Incidents – please see Single Equality Plan

All incidents which may jeopardise the school's Equality Statement must be reported to the headteacher in writing and if appropriate, reported to the governors.

Such incidents include behavior which is discriminatory on the grounds of race, nationality, religion, disability, sexual orientation, language or gender.

Screening and Searching

Legal provisions enable school staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher or a member of the Leadership should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item. Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (the Government intends to add to this list). If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'. Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.

Appendix B
Stepped Approach Foundation
Stepped Approach