

Positive Behaviour & Relationships Policy

Denaby Main Academy

Positive Behaviour and Relationships Policy

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1. Behaviour Principles

- 1.1. Astrea Academy Trust is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe in high aspirations, high motivation and high achievement for all. Through our curriculum and community life, we seek to meet the needs of the whole person. We will build a community of civic pride and social justice in which all members are equally valued.
- 1.2. Everyone is expected to maintain the highest standards of personal conduct and to accept responsibility for their conduct. Through encouraging positive behaviour patterns we can promote good relationships throughout the academy community built on trust and understanding. We will support all of our pupils in developing a high level of individual and social responsibility.
- 1.3. The behaviour policy rewards positive behaviour, allows pupils to modify their behaviour whilst setting clear boundaries so that pupils are able to develop and discover their interests and talents and supports their preparation for further education and the world of work.

2. Aims

- 2.1. To create a culture of exceptionally good behaviour: for learning, for community and for life.
- 2.2. To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- 2.3. To help learners take control over their behaviour and be responsible for the consequences of it.
- 2.4. To build a community which values kindness, care, respect, tolerance and empathy for others
- 2.5. Provide opportunities for all to experience true contribution in the community whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths
- 2.6. To ensure that all adults take responsibility for behaviour.
- 2.7. To use "affective language" and restorative approaches which encourages the child to engage positively and understand the impact of their behaviour.
- 2.8. To promote community cohesion through improved relationships.
- 2.9. To ensure that excellent behaviour is a minimum expectation for all.

3. Our objectives are to ensure that:

- 3.1. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- 3.2. All pupils, staff and visitors are free from any form of discrimination and that all members of the school community are shown respect and show respect for others
- 3.3. Staff and volunteers set an excellent example to pupils at all times, modelling a positive approach to behaviour by good example; to praise and reward good behaviour
- 3.4. The procedures for rewarding positive and responsible behaviour are used consistently by all staff.
- 3.5. That where behaviour does not meet expected standards, procedures are followed and sanctions are applied fairly and consistently
- 3.6. The behaviour policy is understood by pupils all stakeholders
- 3.7. Pupils are helped to take responsibility for their actions

- 3.8. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- 3.9. The school is a safe and supportive environment for all
- 3.10. The environment, curriculum, and other factors within the Academy's control are monitored to ensure the promotion of good behaviour

4. Legal & Statutory Duties

- 4.1. This Policy takes its legal framework from the following legislation and statutory guidance:
 - Keeping Children Safe in Education 2021.
 - Equality Act 2010.
 - Special educational needs and disability (SEND) code of practice.
 - Exclusion from Academies: Statutory Guidance (2017).
 - Behaviour and Discipline in Schools (2016).
 - Use of Reasonable Force, advice for all school leaders, staff and governing bodies (2013).
 - Searching, screening and confiscation at school
 - Supporting pupils with medical conditions at school
 - The Teachers Standards 2012
- 4.2. In addition, this policy is based on:
 - Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
 - DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
 - United Nations Convention on the rights of the child Article 28 "discipline in schools
 must respect children's dignity and their rights, and which covers all aspects of a
 child's life, explaining how adults and governments must work together to make sure
 all children can enjoy their rights"

This policy complies with our funding agreement and articles of association

5. Roles and Responsibilities

Academy Leadership

- 5.1. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- 5.2. The Principal will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- 5.3. To establish and communicate clearly measures to ensure positive behaviours, respect and discipline.
- 5.4. To ensure that the behaviour policy does not discriminate against any pupils on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relationships between different communities.
- 5.5. To ensure staff, working within the academy are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies to understand roles and responsibilities.

- 5.6. To make alternative provision from day 6 for fixed period excluded pupils, and to arrange reintegration interviews for parents and pupils at the end of a fixed period exclusion.
- 5.7. To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.

6. All adults

Staff are responsible for:

- 6.1. Implementing the behaviour policy consistently
- 6.2. To support, praise and as appropriate reward pupils' positive behaviour
- 6.3. To apply sanctions fairly, consistently, proportionately and reasonably taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
- 6.4. To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.
- 6.5. Modelling positive behaviour and expectations
- 6.6. Providing a personalised approach to the specific behavioural needs of particular pupils
- 6.7. Recording behaviour incidents
- 6.8. To keep parents informed of their child's behaviour positive as well as negative, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- 6.9 To work with other agencies to promote community cohesion and safety

All staff will consistently:

- 6.10. Follow and model Astrea Learning Behaviours and Expectations
- 6.11. Follow the rewards and consequences as outlined in the policy
- 6.12 Meet and greet children at the door.
- 6.13 Refer to Ready, Respectful, Safe as our overarching academy rules. (Appendix 1- example)
- 6.14 Plan lessons that engage, challenge and meet the needs of all children.
- 6.15 Use a visible recognition mechanism throughout every lesson 'Above and Beyond'
- 6.16 Regularly celebrate students whose efforts go above and beyond expectations
- 6.17 Encourage use of positive praise, phone calls, certificates and stickers, refer to SLT
- 6.18 Be calm and give 'reflection time' when going through the steps for negative behaviour, using de-escalation techniques, prevent before sanctions.
- 6.19. Follow a restorative approach every time; retain ownership and engage in reflective dialogue with learners.
- 6.20 Never ignore or walk past inappropriate behaviour.
- 6.21. Praise in Public, Reflect in Private.
- 6.23 Positively engage with professional development, research and evaluation.

7. Parents

Parents are expected to:

- 7.1. To respect the school's behaviour policy and the disciplinary authority of school staff.
- 7.2. To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.

- 7.3. To send their child to school each day punctually, in correct uniform, fed, rested, and equipped ready to learn.
- 7.4. To ensure school staff are aware of any SEN-related or other personal factors which may affect their child's behaviour within school.
- 7.5. To work with the school to support their child's positive behaviour.
- 7.6. To model expected and positive behaviours when on academy site.
- 7.7. To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.
- 7.8. If their child is excluded from the school, to collect the child by a parent and to ensure the child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview with the school at the end of a fixed period exclusion.
- 7.9. To be contactable and to ensure that the academy holds the correct contact information.
- 7.10. To sign and adhere to the terms set out in the Home School Agreement (Example Appendix 2)

8. Pupils

Pupils are expected to:

- 8.1. To follow school rules and instructions of school staff.
- 8.2. To act as positive ambassadors for the school when off school premises.
- 8.3 Not to bring inappropriate or unlawful items to school.
- 8.4 To show respect to school staff, fellow pupils, school property and the school environment.
- 8.5 Never to denigrate, harm or bully other pupils or staff.
- 8.6 Reflect and engage with restorative practices, accepting responsibility of actions and subsequent consequences.

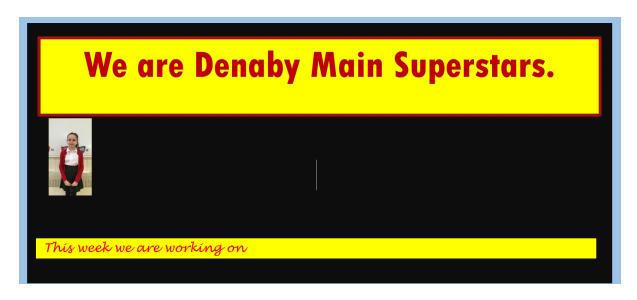
Pupils want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just, fair and consistent
- Have a sense of humour

9. Recognition and Rewards

- 9.1. The rewards that most humans value above others are pride, being part of a community, having responsibility, being valued, feeling successful. Therefore it is important that children develop an intrinsic reward system as this provides them with the motivation to continue making good choices throughout their lives.
- 9.2. Children are rewarded in a way that is meaningful to them, considering their age and needs. Adults understand that the use of praise in developing a positive atmosphere in the school cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward.
- 9.3 At Denaby Main Academy we use these additional rewards:
 - Stickers.
 - Dojo Points
 - Opportunity to share positive news with another adult who is key for the child.

• Each classroom has a recognition board. All children will be aiming to have their photograph moved onto the board by the end of the school day. This recognises that all children have been following the school rules and have made the most of their learning time in school.



• Each class will have a reward chart. At the beginning of each 1/2 term the children will discuss and choose the reward they are working towards. Children who display excellent behaviours for learning will earn a gold leaf to add to the chart. The children achieve the reward when the chart is full of golden leaves. We hope that this will further develop team working and responsibility.



- Share good news with parents at the end of the day, either in person or via telephone.
- Weekly celebration assembly.

Class Charters

- 9.6. Each class will have a clearly defined class charter on display. The wording may vary from class to class, though the principles remain the same.
- 9.7. Class Charters are underpinned by the United Nations Convention on the rights of the child. (See appendix 3)
- 9.8. Class Charters make explicit behaviours that are expected of children in classrooms.
- 9.9. Class Charters are negotiated, written and signed by the children at the beginning of the school year.
- 9.10. Class Charters are positively phrased and reflect behaviours which encompass our values.

Our Class Charter.		
	+	

Lunchtime Rewards

- 9.11. It is important that behaviour expectations are reinforced at lunchtime. There are a number of activities available to the children which help to promote positive behaviour.
- 9.12. The expectation for positive lunch time behaviour is also reinforced through rewards such as:
 - specific verbal praise;
 - Dojo points; stickers
 - mentions to teaching staff and senior leaders.

Pupil Leadership roles

9.13 We aim to foster positive relationships through developing our pupils as leaders, such as through membership on our School and sports councils and roles such as Head Boy and Girl and our Year 6 job list.

10. Managing Behaviour

10.1. In order to develop excellent behaviour adults must:

- IDENITIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

10.2 Key steps and actions when addressing behaviour

Children are held responsible for their behaviour. Adults will address behaviour (where possible without delegating) and will use the steps below for dealing with poor choices. (See Appendix 4& 5 for restorative scripts)

11 Sanctions

11.1 At Denaby Main Academy we use our Consequence Steps.



- 11.2. Sanctions need to be in proportion to the offence It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.
- 11.3. The school may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand
- Calming time
- Expecting work to be completed at home, or at break or lunchtime
- · Loss of break or lunchtime
- Referring the pupil to a senior member of staff
- Phone calls home to parents
- Formal meeting with parents, with agreed targets
- 11.4. It is essential that any follow up is carried out before the end of the day as it gives children the opportunity to start a fresh the following day.
- *Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

12. Behaviour Tracking and Analysis

12.1. Behaviour incidents are logged using the specific categories within the MIS System and where appropriate further information is recorded in CPOMs. (Example appendix 6) Behaviour leads regularly analyse behaviour data in order to identify patterns, trends and areas for future development.

13. Behaviour Support for Learners with SEND

- 13.1. We recognise our legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.
- 13.2. The school's special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

14. Pupil Transition

14.1. To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

- 14.2. To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year.
- 14.3. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

15. Working with Parents / Carers

- 15.1. Parents play a big part in ensuring that their children are responsible for their own behaviour in school.
- 15.2. We work collaboratively with parents/carers, so pupils receive consistent messages about how to behave at home and at school as outlined in our home school agreement.

16. Bullying

- 16.1. We will ensure that all children feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign.
- 16.2. Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and children. The school practises a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to children what is expected of them in terms of respecting their peers, members of the public, and staff. Please refer to Anti-bullying strategy

17. Positive handling & use of reasonable force

- 17.1. All members of staff are regularly updated with regard to government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care.
- 17.2. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Three key terms to consider when using reasonable force: is it reasonable, proportionate and necessary?
- 17.3. The actions of staff will always be in the best interest of the child and are in line with Government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.

18. Exclusions – Permanent and Fixed Term Guidance

- 18.1. We do not wish to exclude any child from school but sometimes this may be necessary. We adopt Government guidance for the list of reasons for exclusion. We refer to this guidance in any decision to exclude a child from school, exclusions is always a last resort.
- 18.2. Only the Principal (or the person acting in his / her absence) have the power to exclude a pupil from school. Further references to the Principal will include anybody acting in his or her place. For the avoidance of doubt, this is understood to mean where another colleague is 'acting up' due to the complete unavailability of the Principal, not in circumstances where the Principal is merely off-site.
- 18.3. The Principal may exclude a pupil for up to 45 school days in any academic year, or permanently. Should a pupil be excluded for 15 days in a term, the Statutory Review Committee must meet to consider the exclusion(s), Before taking the decision to

permanently exclude a pupil, the Principal will have evidence of a range of strategies that have been attempted, as outlined in the Behaviour Policy.

Please refer to the Astrea Exclusions Policy.

19. Behaviour beyond the academy gate

19.1. Subject to the school's behaviour policy, a member of staff may discipline a pupil for inappropriate behaviour when the child is taking part in any school-organised, school-related activity, travelling to or from school or in some other way identifiable as a pupil at the school.

20. Confiscation

- 20.1. Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Refer to DfE Guidance.
- 20.2. Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have a reasonable grounds for suspecting that the pupil may have a prohibited item. For Prohibited items see appendix 7

21. Malicious Allegations

21.1. Pupils that are found to have made malicious allegations are likely to have breached the school's behaviour policy. The school should / will therefore consider whether to apply an appropriate sanction, which could include Fixed Term or permanent exclusion. Refer also to Astrea Safeguarding Policy

22. Staff Training

- 22.1. The Trust learning and professional development offer includes bespoke training and development in all areas of positive relationships and behaviour.
- 22.2. As an active partner with the Education Development Trust, on-going support and training is provided to all early career teachers, as part of the Early Career Framework and offered to all colleagues whenever a refresher is requested or recommended.
- 22.3. All Astrea schools are trained according to Team Teach principles.
- 22.4. Termly Behaviour Network meetings are held, in order to support the on-going development of policy and practice.

23. Monitoring and Review

- 23.1 The effectiveness of the policy will be monitored through data analysis, exclusion attendance data, behaviour logs and records of incidents. The policy will be reviewed annually.
- 23.2 This policy is linked to the following policies:
 - Exclusion policy
 - Safeguarding policy
 - Anti-bullying policy
 - SEND & Inclusion policies
 - Positive Handling

Be Ready

- We arrive at school on time, every time.
- We get to lessons on time.
- We wear the correct uniform with pride and have the right clothes for PE and playing outdoors.
- We make sure we have the right equipment for the day.
- We take part fully in lessons and show resilience.

Be Respectful

- We always listen when an adult is talking.
- We always listen to pupils in our class giving ideas and feedback.
- We are polite and show good manners to everyone.
- We respect difference and know we are all equal.
- We look after our equipment and share it.
- We look after our environment and never drop litter.
- We respect the law and the rules of school and society.

Be Safe

- We follow instructions first time, everytime.
- We do not tolerate bullying of any kind.
- We walk sensibly around our school.
- We line up sensibly.
- We know who to go to for help and support.
- We stay safe online and outside school.
- We use equipment safely.

Appendix 2 – Home School Agreement

School

The school will do its best to:

- Provide high quality teaching and learning that meets the needs of your child
- · Keep children safe and happy
- Deal immediately with incidents of bullying, racism and other prejudices.
- Contact you as soon as possible if we are concerned about your child's work, behaviour, attendance or health
- Set regular homework.
- Provide a range of extra-curricular activities to enrich children's experience

Pupil

To help me do well at school, I will do my best to:

- · Be ready
- Be respectful
- Be safe
- · Always work hard, trying my best
- Behave well
- Do all my homework, including reading and remember to bring it back to school
- · Use social media responsibly and safely
- Wear the correct school uniform; looking presentable and tidy
- Tell an adult if I am unhappy about anything

Parents/Carers

To help my child at school, I will do my best to:

- Support the school's ethos
- Encourage my child to complete homework tasks and listen to them read
- Make sure my child attends school regularly, is on time and collected promptly
- Only take family holidays during school holiday times
- Make sure my child wears correct school uniform and PE kit
- Work with the school if there are any concerns about behaviour
- Contact the school if my child is absent or if there are any problems at home that might affect their work or behaviour
- Use social networks responsibly by not commenting about the school, other pupils or parents without permission
- Attend Parents' Evenings
- Discuss any concerns about my child with an appropriate adult so they can be resolved

Mrs Mason Principal

> Name: Signed: Date:

Signed: Date:

A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



ARTICLE 1 (definition of the child) Everyone under the age of 18 has all the rights in the Convention.

ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

ARTICLE 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

ARTICLE 5 (parental guidance and a

child's evolving capacities)
Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

ARTICLE 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

ARTICLE 7 (birth registration, name,

nationality, care) Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

ARTICLE 8 (protection and preservation

of identity)

Every child has the right to an identity.
Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

ARTICLE 9 (separation from parents) Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

ARTICLE 10 (family reunification) Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

ARTICLE 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

ARTICLE 12 (respect for the views of the child) Every child has the right to express their

views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life. ARTICLE 13 (freedom of expression)
Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

ARTICLE 14 (freedom of thought,

belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

ARTICLE 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

ARTICLE 16 (right to privacy) Every child has the right to privacy. The law should protect the child's private, family

and home life, including protecting children from unlawful attacks that harm their

ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them

ARTICLE 18 (parental responsibilities and state assistance) Both parents share responsibility for

bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

ARTICLE 19 (protection from violence, abuse and neglect) Governments must do all they can to

ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

ARTICLE 20 (children unable to live with their family) If a child cannot be looked after by

their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

ARTICLE 21 (adoption)

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

ARTICLE 22 (refugee children)
If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

ARTICLE 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governmen must do all they can to support disabled children and their families.

ARTICLE 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can sta healthy. Richer countries must help poorer countries achieve this.

ARTICLE 25 (review of treatment in care) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances

ARTICLE 26 (social security) Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

ARTICLE 27 (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to

ARTICLE 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this

ARTICLE 29 (goals of education) ARTICLE 29 (goals of education)
Education must develop every child's
personality, talents and abilities to the
full. It must encourage the child's respect
for human rights, as well as respect
for their parents, their own and other cultures, and the environment.

ARTICLE 30 (children from minority

or indigenous groups)
Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

ARTICLE 31 (leisure, play and culture)
Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

ARTICLE 32 (child labour)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

ARTICLE 33 (drug abuse)
Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

ARTICLE 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

ARTICLE 35 (abduction, sale

and trafficking)
Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

ARTICLE 36 (other forms of exploitation) Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

ARTICLE 37 (inhumane treatment and detention) Children must not be tortured,

sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only ansated, detailed of implicated only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

ARTICLE 38 (war and armed conflicts) Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

ARTICLE 39 (recovery from trauma

and reintegration)
Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

ARTICLE 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

ARTICLE 42 (knowledge of rights) Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy the content of the cont make sure all children can enjoy all their rights, including:

Unicef can provide expert advice and assistance on children's rights.

OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to

Appendix 4 - Flow Chart - Teacher Prompt

Step 1 REDIRECTION

Gentle encouragement, a 'nudge' in the right direction, small act of kindness

Keep looking for the positive.

Step 2 REMINDER

A reminder of the expectations 'Ready,
Respectful, Safe' delivered privately
wherever possible. Shine a light on the
behaviour. Calming time may be required
deescalate and decelerate.

Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

Step 3 CAUTION

Shine a light on the behaviour.

Consequence for continued behaviour.

Put things right in the environment

Behaviour has not improved. Children have chosen to continue and therefore chosen a consequence.

Step 4
Time Away

Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage.

Alternative table in class to complete the work

5 minutes with teacher at

break/lunch to talk /

complete the work

Self regulation area alone of alongside an adult

SLT classroom

Children remain in a calming area to complete the work.

May require loss of time at break / lunch to complete any work that has been missed / reflect on their behaviour

Step 5
FOLLOW UP
REPAIR AND
RESTORE

A restorative meeting should take place before the end of the day during break, lunch, assembly time. It is essential that any follow up is carried out before the end of the day as it gives children the opportunity to start a fresh the following day.

*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important

Appendix Flow Chart - Teacher Prompt (examples)

Step 1
REDIRECTION
Step 2
REMINDER

Gentle encouragement, a 'nudge' in the right direction, small act of kindness

A reminder of the expectations 'Ready, Respectful, Safe' delivered privately wherever possible. Shine a light on the behaviour. Calming time may be required deescalate and decelerate.

May require 5 mins in calming area with self regulation task

Keep looking for the positive

Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

I like that. You've made a good start. Could you please take this to ...? Can you

I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice. Thank you for listening.

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

CAUTION

Shine a light on the behaviour.

Consequence for continued behaviour. It may be appropriate for a phone call home depending on the severity of the incident

5 minutes with teacher at break/lunch to talk / complete the work

Behaviour has not improved. Children have chosen to continue and therefore chosen a consequence.

Step 4
Time Away

Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage.

Alternative table in class to complete the work Self regulation area

Put things right

in the

environment

Children remain in a calming area to complete the work.

May require loss of break / lunch to complete any work that has been missed / reflect on their behaviour

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

TIME IN not TIME OUT that counts. *DO NOT describe child's behaviour to other adult in front of the child*

Step 5 FOLLOW UP REPAIR AND RESTORE A restorative meeting should take place before the end of the day during break, lunch, assembly time.

It is essential that any follow up is carried out before the end of the day as it gives children the opportunity to start a fresh the following day.

- 1. What happened? (Neutral, dispassionate language.)
- 2. What were you feeling at the time?
- 3. What have you felt since?
- 4. How did this make people feel?
- 5. Who has been affected? What should we do to put things right? How can we do things differently?

^{*}Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Appendix 5 – Restorative Questions



Restorative Questions



1. WHAT?

- What happened?
- What were you thinking at the time?
- What were you feeling?



2. SO WHAT?

- Who has been affected by what you have done? (or the situation)
- How have they been affected?
- How do you feel now?



3. NOW WHAT?

- What do you think you need to do to make things right?
- What will that look like?
- What and who can help you?

Quick Guide - How to Enter Behaviour in Bromcom

In Bromcom they refer to behaviours as Events which I will also refer to it as in this guide to make things consistent. In your system there have been 2 sets of Event types set up one being "Bromcom" and is a Purple/Burgundy colour and "CPOMs" which is a blue/cyan colour. The difference between these is the "Bromcom" events are all to be logged solely in Bromcom as Events and all detail included there. Then there are the "CPOMs" Events which all you log in Bromcom is the events and the outcome, the outcome will purely be "Logged in CPOMs" as you will then proceed to log all info around this event is CPOMs.

Adding via a register

 When adding behaviour via the register you will first need to select the students involved in the event. Like so;



2. You will then want to go to the little cog and go to "Record Behaviour Event".



3. Then the following box will pop up you will need to select what behaviour event it was in the "Event" dropdown. Then depending on the type of event it was you may be required to add a comment or an outcome. Then add you will need to add any other information that is availible to you onto the form and click save. The event has now been added.



Appendix 7: Unacceptable Behaviour Definitions

Under no circumstances will illegal or inappropriate items be brought into school, and all children will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in serious action and possibly exclusion, depending on the circumstances:

Unacceptable Behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious unacceptable behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)