

# St Ann's Heath Junior School

## Behaviour and Relationship Policy

**This school is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment. We aim to foster good relations between all members of the school community ensuring they are treated equally and without prejudice.**

At St Ann's Heath Junior School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all, ensuring that all individuals are treated equally and without discrimination. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school—Governors, parents, the wider community and the children—have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, their culture and beliefs, as part of the high standards of behaviour that we have at St Ann's Heath Junior School.

We are proud to be a nurturing school and are committed to embedding the Six Principles of Nurture across all aspects of school life. These principles underpin our approach to behaviour and relationships, ensuring that children's social, emotional and developmental needs are recognised and supported in a thoughtful and consistent way.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. This teaching is explicitly taught and reinforced through our PSHE curriculum and regular check-in sessions. Using this approach, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

### Aims

At St Ann's Heath Junior School, we aim to:

- develop positive relationships through a restorative approach, which promotes self-esteem, self-discipline and which establishes clear expectations for all members of the school community;
- promote a harmonious working environment, through shared expectations and a consistent approach, where all can develop the skills of working both independently and cooperatively;
- create a supportive atmosphere to ensure that all children are happy and confident with each other and in their work;
- establish a partnership approach which draws on all those involved within the school;
- provide systems which promote positive behaviour and which support all members of the school community;
- recognise the importance of effective teaching and learning in the promotion of positive behaviour.

### St. Ann's Heath School Values

Our school values underpin the way in which we nurture relationships between every member of our school community and are at the heart of our school's ethos.

**RESPECT** – to have respect for ourselves and one another

**ACHIEVE** – to work hard to achieve our full potential

**INSPIRE** – to be inspired by an engaging curriculum where there is a love of learning and to share this passion with others

**STRIVE** – to always make great efforts to do our very best

**ENCOURAGE** – to give and receive support

### **Be Ready, Respectful and Safe**

At St Ann's Heath Junior School, we have three clear and consistent golden rules that underpin our expectations for behaviour throughout the school:

#### **We are ready, we are respectful, we are safe.**

These golden rules reflect our core school values and are central to creating a positive, nurturing environment where everyone can thrive. They are visible in every classroom and around the school, and are regularly referred to by both staff and pupils as a shared standard for behaviour. These rules apply to all members of our school community—children and adults alike—and guide our interactions, decision-making and responses to behaviour.

- **Being ready** means being prepared to learn, listening carefully, participating actively and showing responsibility for our actions and learning.
- **Being respectful** means treating everyone with kindness, understanding and consideration, valuing differences and listening to others' views and feelings.
- **Being safe** means making choices that keep ourselves and others physically and emotionally safe, both inside and outside the classroom.

In addition to these overarching rules, every class creates a Class Charter at the beginning of the school year. This is a collaborative agreement between the teacher and pupils that outlines specific expectations for behaviour and learning in their classroom. It reinforces the importance of shared responsibility and mutual respect.

To further embed these expectations and strengthen class communities, each class engages in regular check-ins, check-ups and check-outs. These structured times are used to build strong connections, provide emotional support, and reinforce the school's behaviour expectations in a consistent, proactive and positive way. Expectations are explicitly taught, modelled and revisited regularly throughout the year to ensure that every child understands what is expected and feels supported in meeting those expectations.

A particular focus during check-ins is helping children recognise and regulate their emotions. The school uses the Zones of Regulation as a key approach to support this. The Zones of Regulation is a widely used framework that helps children identify their emotional state by categorising feelings and levels of alertness into four coloured zones (blue, green, yellow and red). Pupils are supported to develop strategies to move between zones in healthy and constructive ways, improving their ability to self-regulate, manage stress, and respond appropriately to challenges. This approach is embedded through daily routines and revisited regularly in the classroom, particularly during check-in times.

We take every opportunity through our curriculum provision to support the development of children's behaviour, attitudes and relationships. Personal, Social, Health and Economic (PSHE) education, regular

check-ins, check-ups and check-outs (circle time), school assemblies, out-of-school experiences and after-school clubs all play a key role in helping pupils understand themselves and others, build healthy relationships, and manage conflict effectively.

Our PSHE curriculum provides a structured and consistent approach to developing emotional literacy, resilience and social understanding. These opportunities complement our golden rules and nurture-based approach by explicitly teaching the skills and values that underpin respectful, safe and responsible behaviour.

## A Restorative Approach

Being restorative means prioritising positive relationships built on respect, fairness and mutual understanding. This approach fosters a school community that is supportive, accountable and respectful. At St Ann's Heath, we believe that every individual is responsible for their own behaviour, and that behaviour must be understood in the context of its impact on others.

Restorative practice is rooted in the principle of "understanding the effect I have on others." By changing the way we respond to incidents and conflict, we provide children—and adults—with meaningful opportunities to reflect on their actions, understand their impact, and take steps to repair any harm caused. Everyone is encouraged to work together to put things right, strengthening relationships in the process.

All members of staff are trained in the key principles of restorative practice and understand the importance of modelling respectful language, calm and positive behaviour, and investing time in developing strong, trusting relationships with both colleagues and pupils. When meaningful connections are built, individuals are more likely to treat each other with empathy and less likely to cause harm or damage relationships.

## Behaviour Expectations at St Ann's Heath

Pupil	Staff	Parents/ Carers
To come to school prepared for the day, in correct uniform and with appropriate equipment needed for the day.	To protect the children from all harm, in line with the school's safeguarding policies, including logging any significant behaviour incidences on CPOMS and reporting these to a member of SLT.	To ensure children attend school every day and arrive at school on time, unless there is a valid reason for absence.
To follow the school rules of 'we are ready, we are respectful, we are safe'.	To care for each child's safety and wellbeing and promote social, moral, spiritual and cultural development where all children are valued equally.	To support children by providing them with the correct equipment for school.
To be kind to all members of the school community, respecting others views and beliefs.	To create a well organised, tidy and stimulating learning environment.	To ensure children are wearing the correct school uniform, as listed in the school planner and on the website.
To complete all schoolwork to the best of their ability.	To plan a broad curriculum with engaging lessons that meet the needs of all children.	To check the school planner daily for messages from school and to record reading and home learning tasks where relevant.
To respect school equipment and to use this appropriately, safely and as instructed, ensuring it is also tidied away neatly.	To communicate with parents and carers through: -checking the planner daily for any messages from home;	To attend parents' evenings to discuss their child's progress.
To move around school quietly, walking on the left side of the corridors.		To attend any additional meetings (if requested) to discuss their child's behaviour and learning at school.

Pupil	Staff	Parents/ Carers
<p>To line up silently at the end of break times.</p> <p>To report incidents of poor behaviour to a member of staff.</p> <p>To ensure that if a mobile phone is brought to school, it is switched off and handed to the class teacher at the start of the day. This will be returned at the end of the day and must not be switched back on until the school site has been left.</p>	<p>-making contact to discuss any concerns or problems affecting their child's work or behaviour.</p> <p>To proactively promoting positive behaviour throughout the school day, including when on break duty, in assembly and in the classroom.</p> <p>To praise and support all attempts to behave well, using praise as the main strategy to encourage appropriate behaviour.</p> <p>To respect colleagues, working together for the benefit of the children in our care and the community as a whole. Where differences in opinion or approach exist, to seek to resolve these in a professional manner.</p> <p>To ensure professional attire is worn at all times as per the Staff Code of Conduct.</p>	<p>To inform the school of any problems or concerns that may affect their child's learning or behaviour.</p> <p>To treat all members of the school community with kindness and respect.</p> <p>To fully support the school policies and guidelines for behaviour and safety.</p>

#### Governors

The role of the Governor Body is to share these expectations and to monitor how effectively and consistently the behaviour policy is being implemented across the school.

### Supporting Positive Behaviour Choices - Rewards

St Ann's Heath promotes a positive behaviour strategy based on positive relationships and routines. We use praise and encouragements for supporting and rewarding positive behaviour.

Reward	How does it work?	Frequency
Verbal praise	Instant positive feedback to children.	Daily
Notes in planner	Staff and parents can record positive moments in the planner	As appropriate
Team Points	Quick and easy rewards to support learning behaviour, effort in work and the School Values and Golden Rules.	Daily
	Collected weekly and team shields awarded in assembly.	Weekly
	Extra play awarded for winning house each term.	Termly
Values Stickers	Awarded instantly for children showing any of the 5 School Values.	As appropriate
Phone call home	A way of sharing good news with parents and carers. This also helps to build positive relationships.	As appropriate
Secret Student	Secretly awarded to one child at the end of the day who has shown school values and 3 golden rules throughout the day.	Daily
Special Mentions	Certificate awarded for a positive moment in class. This can be an academic or social achievement.	Fortnightly

	<p>Names of children who have received these are published in the Half Term Herald.</p> <p>Photos displayed in school. This is recorded in a Special Book which is displayed in the school entrance.</p>	
Excellence Awards	<p>Awarded to two children per class each term for displaying an excellent attitude to learning.</p> <p>The children attend a tea party with the Co-headteachers.</p> <p>Photos displayed in school.</p> <p>This is recorded in a Special Book which is displayed in the school entrance.</p>	Termly
Sports Awards	<p>Awarded to two children a term per year group for displaying for sporting effort.</p> <p>Photos displayed in school. This is recorded in a Special Book which is displayed in the school entrance.</p>	Termly
Attendance Certificates	<p>100% attendance certificates handed out termly.</p> <p>Improved attendance certificates also awarded.</p>	<p>Termly</p> <p>As appropriate</p>
Head Teacher Awards	<p>Awarded for an outstanding achievement.</p> <p>A certificate and gold sticker is given. This is recorded in a Special Book which is displayed in the school entrance.</p>	As appropriate

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with a key focus on helping individuals take responsibility for their actions, repair any harm caused, and rebuild and restore relationships. As part of our restorative approach, emotion coaching is used to support children in understanding and regulating their emotions, particularly when they are struggling to meet behavioural expectations. This approach helps children to recognise their feelings, understand the link between emotions and behaviour, and develop strategies to manage their responses more effectively.

Where behaviour falls below the expected standard, logical consequences are applied in a calm and considered manner. These are always age-appropriate and proportionate, and are designed to support learning, reflection and behaviour change—rather than to punish. Examples of consequences include:

- Verbal reminders
- Individual conversations with a member of staff
- Missed break or lunchtime
- Working in another classroom
- Confiscation of an item
- Removal of a privilege
- Conversation with a member of the Senior Leadership Team (SLT)
- A call home to parents or carers
- Internal exclusion (working in a supervised area away from peers)
- Suspension (fixed-term exclusion)
- Permanent exclusion (in exceptional circumstances)

The list above is not exhaustive but demonstrates examples of consequences that are used across the school.

All consequences are used with the intention of helping the child to reflect on their behaviour, understand its impact, and make more positive choices moving forward. The combined use of restorative practice and emotion coaching ensures that children feel supported, listened to, and guided in a way that promotes lasting behaviour change and emotional growth.

## Responding to misbehaviour

When a member of staff becomes aware of misbehaviour, they will respond promptly, calmly, consistently and assertively in accordance with the school's Behaviour and Relationship Policy. The first priority is always to ensure the physical and emotional safety of pupils and staff. The aim of any response to misbehaviour is to maintain the positive culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

Staff are encouraged to use graduated responses to behaviour, starting with low-key interventions such as non-verbal cues or gentle verbal reminders of the school's golden rules: *We are ready, we are respectful, we are safe*. When appropriate, staff will use emotion coaching micro scripts to acknowledge a child's feelings and guide them towards more appropriate behaviour, for example: *"I can see you're feeling frustrated. It's okay to feel that way, but it's not okay to throw the book. Let's talk about what's going on and how we can fix it."*

To achieve a purposeful and supportive response, the school's approach may have various objectives, including:

- **Deterrence:** Consequences, when used appropriately, can act as effective deterrents for the individual or wider group;
- **Protection:** Keeping pupils safe is a legal duty of all staff. This may include the removal of a pupil or class from a lesson to de-escalate and ensure safety;
- **Improvement:** Supporting pupils to understand and meet behaviour expectations, re-engage in meaningful learning, and develop better strategies for emotional regulation. This may involve appropriate consequences, targeted pastoral support, restorative or reflective conversations, and the ongoing use of emotion coaching to help pupils connect their feelings with their actions.

## Responding to Conflict: A Nurture-Informed Restorative Approach

At St Ann's Heath, we understand that conflict is a natural part of growing and learning. Incidents of conflict are addressed in a fair, respectful and supportive way, using a restorative approach that is underpinned by our nurturing ethos. We recognise that all behaviour is a form of communication, and our role is to support children in understanding the feelings behind their actions, and to guide them in learning how to restore and rebuild relationships.

When a conflict occurs between two or more pupils, staff use restorative dialogue to help all parties understand what has happened, how people have been affected, and what can be done to repair the harm and move forward positively. Rather than focusing on blame or asking "why" something happened, we aim to explore what led up to the situation, ensuring each child feels listened to, valued and supported.

This process also draws on the principles of emotion coaching, helping pupils to recognise and name their emotions, reflect on their behaviour, and feel safe to express themselves in a nurturing environment. All restorative conversations are guided by a consistent set of questions:

- **What happened?**

Each person shares their experience, one at a time, starting with the individual who caused harm. The focus is not on establishing fault, but on listening to every perspective with empathy.

- **How do you feel about that?**

Pupils are supported in identifying and expressing their emotions, both at the time of the incident and afterward.

- **Who has been affected and how?**

Children consider the impact of the incident on everyone involved—including peers, staff, and even families—encouraging empathy and wider social awareness.

- **What are the needs of those involved?**

Pupils reflect on what they and others may need to feel better, repair relationships, and move on constructively.

- **What do you think needs to happen next/to make things right?**

Pupils are guided to take responsibility and agree on meaningful actions to restore relationships and rebuild trust, with adult support where needed.

Staff act as facilitators in this process, offering emotion coaching microscripts where appropriate (e.g. *“It’s okay to feel upset—it shows you care. Let’s think about what we can do to make things right.”*), while encouraging children to take ownership of the outcomes. By enabling pupils to co-create their own agreements for moving forward, we foster a sense of autonomy, accountability and emotional growth.

This approach reflects our commitment to nurturing the whole child—socially, emotionally and morally—and supports them in developing lifelong skills for resolving conflict, managing emotions and maintaining positive relationships within and beyond the school community.

## **SEND and SEMH Needs**

At St Ann’s Heath Junior School, we believe all children should treat others with respect and kindness, and any behaviour that causes harm or distress to others is always addressed with care and consistency. At the same time, we recognise that every child is a unique individual, and as such, our responses to behaviour are flexible and tailored to meet the specific needs, developmental stage and understanding of each pupil.

The restorative approach underpins the way we respond to behaviour issues, with a strong focus on relationships, repair, and responsibility. However, we are mindful of adapting this approach to ensure it is appropriate and meaningful for each child. For some pupils—particularly those with social, emotional or mental health needs, or Special Educational Needs—this may involve additional time and space to process, regulate their emotions, and feel ready to engage in restorative dialogue.

When children become dysregulated, staff may use de-escalation techniques to help them feel safe and regain control. These strategies might include time out of the classroom, deep breathing or calming activities, or time in a calm space. Some children may also require support in recognising how their actions have affected others or in identifying and naming their own emotions—this is where our use of emotion coaching and teaching of Zones of Regulation play a key role.

We are committed to making reasonable adjustments to both our expectations and our support strategies to help every child succeed. This may include adapting the way we use rewards, scaffolding behaviour expectations, or seeking guidance from external professionals to develop an individualised pupil support plan or risk assessment. Through this flexible and nurturing approach, we ensure that all pupils are supported in developing positive relationships, emotional awareness and the skills to thrive both socially and academically.

### **Behaviour outside of school premises**

At St Ann's Heath Junior School, we expect all pupils to demonstrate respectful and responsible behaviour both in and out of school, as part of being a positive representative of our school community. While our focus is always on support, reflection and learning, there may be occasions when it is appropriate for the school to respond to behaviour that occurs outside of the school premises.

In line with statutory guidance, the school has the authority to address incidents of misbehaviour that take place beyond the school gates, including online behaviour, where such conduct has an impact on the school community. This may include behaviour that occurs:

- During any school-organised or school-related activity
- While travelling to or from school
- While wearing school uniform
- When otherwise identifiable as a pupil at St Ann's Heath
- When the behaviour could impact the orderly running of the school
- When the behaviour poses a threat to another pupil
- When the behaviour could negatively affect the reputation of the school

Any response to such behaviour will follow our restorative and relational approach, with an emphasis on helping the child understand the consequences of their actions and supporting them to make better choices in the future. Where necessary, appropriate consequences will be applied in line with our Behaviour and Relationship Policy, ensuring consistency, fairness and care.

### **Child on Child Abuse**

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our Safeguarding and Child Protection Policy and in line with the latest 'Keeping Children Safe in Education' guidance.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

We will minimise the risk of child-on-child abuse by:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. We believe that failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. As we believe that dismissing or tolerating such behaviours risks normalising them.

Concerns of allegations of all forms of child on child abuse must be reported to the Designated Safeguarding Lead, who will then make referrals in respect of both the alleged victim and the alleged perpetrator where necessary.

### **Online Behaviour**

At St Ann's Heath Junior School, we recognise that the way pupils interact online can have a significant impact on their wellbeing, relationships, and the overall culture of our school. We expect the same high standards of behaviour online as we do offline, and all pupils are reminded that their digital actions carry real-life consequences.

Inappropriate online behaviour, including bullying, the use of offensive or inappropriate language, the sharing of inappropriate images or videos, and any form of online sexual harassment, will be addressed using the same restorative and relational approach we apply to offline incidents. Our focus remains on supporting pupils to understand the impact of their actions, take responsibility, and repair any harm caused.

While many online incidents occur outside of the school day and off school premises, we understand the ongoing influence this can have on children's relationships and learning in school. Parents have a key role in managing their children's behaviour online, and we aim to support them by offering advice, guidance and practical resources.

Where a pupil's online behaviour causes harm to others, disrupts the learning environment, or negatively affects the reputation of the school—and where the pupil is identifiable as a member of St Ann's Heath—we may respond in line with our Behaviour and Relationship Policy. This ensures that all children feel safe, respected and supported, both in school and in the digital world.

### **Searching, Screening and Confiscation**

Creating a safe and supportive environment is essential for pupils and staff to feel secure and for effective learning to take place. When used appropriately, searching, screening and confiscation are important measures that contribute to the safeguarding and wellbeing of the whole school community. These powers also help maintain a calm and respectful environment where high standards of behaviour are upheld.

St Ann's Heath Junior School follows the guidance set out in the Department for Education document "*Searching, Screening and Confiscation at School*" to inform our procedures in this area.

### **Searching**

Searching can be a necessary and proportionate step to ensure the safety of pupils and staff. It is used as part of our duty to safeguard and promote wellbeing, and to uphold our behavioural expectations. The Co-Headteachers, and any staff they authorise, have the statutory power to search a pupil or their possessions if they have reasonable grounds to suspect that the pupil may be in possession of a prohibited item. These may include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Smoking paraphernalia
- Any item that could pose a risk to the safety or wellbeing of pupils or staff

All searches will be carried out by two members of staff, in line with statutory guidance and with due care and sensitivity.

### **Screening**

Screening may be used, when necessary, to support a calm and safe environment. Schools have the legal power to require pupils to undergo screening, and this may be used to reassure pupils, staff and parents that appropriate steps are being taken to promote safety and wellbeing. Screening would only be used in specific circumstances and in line with our safeguarding duties and behaviour policy.

### **Confiscation**

Staff have the legal authority to confiscate, retain or dispose of a pupil's property as a disciplinary measure, where it is reasonable and proportionate to do so. Any such action will be carried out with sensitivity and care, and in accordance with the school's behaviour expectations and safeguarding responsibilities.

### **Physical Contact with Children and Use of Reasonable Force**

At St Ann's Heath Junior School, we recognise that there are occasions when appropriate physical contact with a child is natural, proper and necessary. Examples include offering comfort to an upset child, administering first aid, helping a child safely use equipment, or giving a reassuring gesture such as a pat on the shoulder when praising or congratulating them. These moments are often part of nurturing, trusting relationships built on care and respect.

We are also mindful of our duty of care to safeguard pupils and prevent harm. All members of staff have a legal power to use reasonable force, as outlined in Section 93 of the Education and Inspections Act 2006. This power exists to help keep children safe, prevent injury, and maintain a calm and supportive learning environment. When considering the use of reasonable force, the school always takes into account the

individual needs of pupils and will make reasonable adjustments for those with disabilities or special educational needs (SEN).

Reasonable force may be used in the following situations:

- To prevent a pupil from hurting themselves or others
- To prevent serious damage to property
- To maintain order during incidents of significant disruption

In schools, force is typically used for two key purposes: to control or to restrain. The decision to intervene physically is always based on the professional judgement of the staff member in the context of the specific situation and with the safety and dignity of the pupil as the priority.

Examples of situations where reasonable force may be used include:

- Removing a pupil from a classroom when they are refusing to follow a clear instruction and their behaviour is significantly disruptive or unsafe
- Preventing a pupil from disrupting a school event, trip or visit
- Preventing a pupil from leaving a classroom or space if doing so would present a risk to their safety or the safety of others
- Intervening to prevent a pupil from physically attacking another person or to break up a physical altercation
- Physically intervening to stop a pupil who is at risk of harming themselves during an emotional or behavioural crisis

The use of force is not encouraged and will always be considered a last resort, used only when other strategies have not succeeded in de-escalating the situation. All incidents involving the use of force will be recorded promptly, and in most cases, parents will be informed following a serious incident, in line with good practice and our safeguarding responsibilities.

## Suspensions and Exclusions

The Co-Head Teachers can use suspension and exclusion in response to serious incidents or in response to persistent poor behaviour which falls below the expected standard and has not improved following in-school sanctions and interventions.

More information is detailed in the Exclusion Policy which follows the current Department for Education's statutory guidance 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.'

## CPOMS: When should behaviour incidents be logged?

St Ann's Heath uses the online monitoring system CPOMS to record any concerning behaviour or safeguarding concern. If issues arise concerning a child's behaviour or if there is a cause for concern regarding a child, the member of staff dealing with the issue will log the incident on CPOMS. They will, if necessary, alert the class teacher to the incident. If the incident involves a safeguarding concern, the member of staff documenting the incident on CPOMS will alert the concern to the Co-Head teachers (DSLs).

## Related Policies

- Child Protection and Safeguarding

- Exclusion
- Anti-Bullying
- Online Safety


### Monitor and Review

The implementation of this policy is monitored by the Co-Head Teachers and SLT and by governors through the governing body to evaluate its implementation and effectiveness. This policy will be reviewed by staff and governors annually, or earlier if need arises. This policy will be promoted and implemented throughout the school.

Policy Status	
Agreed by Staff	August 2025
Agreed by Governors	August 2025
Next Review Date	August 2026



Appendix - One Page Overview for Staff



# The St Ann's Heath Way

**6 NURTURE PRINCIPLES**

- Learning is understood developmentally
- The classroom offers a safe base
- Nurture is important for wellbeing
- Language is vital for communication
- All behaviour is communication
- The importance of transition

**VISIBLE CONSISTENCIES**

- Visual timetable using Widgit symbols
- Displays only on display boards
- Clear, clutter-free surfaces
- Resources put away and clearly labelled
- Wellbeing board with Values, Zones of Regulation, 3 Golden Rules and Class Charter
- Silent walking around school
- Walkthrus Strategies being used in all lessons

**LOGICAL CONSEQUENCES**

- Non-verbal cues
- Praise desired behaviour of peer
- Verbal reminder in private
- EC Microscript
- Warning - positively reframed - If/ then
- Individual chat with adult in class
- Logical consequence e.g. missed break to complete work with CT or working in another class for part of the day
- A call home to parents or carers by CT
- Log on CPOMS and alert member of SLT
- Speak to SLT

**EMOTION COACHING MICROSCRIPTS**

Label emotion and empathise, set limit and problem solve

"I wonder if you are feeling....."


"I can tell you are angry....."

"That would make me feel... too"

"I understand why you are....."

"I am sorry that happened to you, you must feel....."

"It's ok to feel..... about that"



**OUR GOLDEN RULES**

Be Ready  
Be Respectful  
Be Safe

**REWARDS**

- Verbal praise
- Notes in planner
- Team Points
- Values Stickers
- Phone call home
- Secret Student
- Special Mentions

**ROUTINES**

- Teachers meet and greet on the door
- Silent walking on left
- Line up in register order
- 3 Check in circles weekly

**RESTORATIVE CONVERSATIONS**

- What happened?
- How do you feel about that?
- Who has been affected and how?
- What are the needs of those involved?
- What needs to happen to make things right?