



# *St. Clement's C. of E. Academy*

**# Learning for Life, Anchored in Christ**

*Behaviour for learning*

**ST. CLEMENT'S**  
**C. OF E. ACADEMY**

***St. Clement's C. of E. Academy Behaviour Policy***  
**Behaviour for Learning Policy 2023/24**

Our vision is to inspire happy, courageous, independent, curious and creative life-long learners. We aim for all to achieve their full potential, striving both academically and socially with humility and dignity.

We believe that being anchored in Jesus Christ will guide us all with hope, compassion and wisdom in becoming successful members of a global community.

**#LearningForLifeAnchoredInChrist**

Serving the local community in the name of Christ since 1859

**Policy Statement**

We aim to create a calm, caring environment where children can learn effectively and access 'life in all its fullness'. Expectations are high and our behaviour for learning policy is clear and simple, and applied consistently throughout the Academy. The policy is based on rights - the right to teach and learn, the right to be respected and the right to be safe.

All children who attend St. Clement's are offered a high-quality education that values every person as an individual made in the image of God and seeks to develop them to fulfil their potential academically, physically and spiritually in preparation for a full and flourishing life. We aim to produce citizens of a global community who uphold and respect shared values, which strongly align with the Christian values of the Anglican Communion.

All individuals, representing a diverse range of backgrounds and beliefs, are welcomed wholeheartedly into our school family and are nurtured and supported by our harmonious school community. Friendship is a blessing extended to each and every one, as we develop a multi-faith community where God's love, compassion and forgiveness inform our daily lives.

St. Clement's expects the very best standards of behaviour, but recognises that the best way to ensure these standards are maintained are through a belief in 'reflection, forgiveness and reconciliation'. By getting our pupils to think about the choices they make we hope to give them the strategies to make caring ones. When choices lead to incidents we do not want to see the pupil will be asked to reflect on what has happened and when appropriate forgiveness offered to them through reconciliation with the person or persons affected by the pupil's choice.

Restorative justice gives pupils a chance to reflect together on what has happened and then decide together what should happen next. In many cases we hope that forgiveness and time to reflect will lead to a realization that a different 'caring choice' will be made in the future. Sometimes we understand that a longer period of reflection may be needed, at break or lunchtimes, occasionally with senior leaders and a meeting with parents.

This ethos of mutual respect for one another underpins this policy, the Wellbeing Policy and the Personal, Social, Health and Economic Education (PSHE) curriculum. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process and this links with our work on the Rights Respecting Schools Award (RRSA).

**#LearningForLifeAnchoredInChrist**

## Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the Academy, where effective learning can take place.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To have a consistent approach in promoting positive behaviour throughout the Academy, with shared responsibility and communication with all.
- To engage in reflection, forgiveness and reconciliation
- To help pupils listen deeply to each other to recognise each other's worth
- To support children to become honest and loving
- To help children make caring choices in their lives that respect others
- To help children remain respectful when they disagree
- To understand that through reflection we can consider the feelings of others and decide on alternative paths of action for the future
- To understand that in life there are consequences for our actions and that longer periods of reflection may be required at break or lunchtimes
- To understand that honesty is vital and that we may need to reflect on our actions with senior leaders or parents
- To create an environment which encourages and reinforces outstanding behaviour in line with Rights Respecting Schools Award
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood both inside and outside of the grounds
- To encourage the involvement of both home and school in the implementation of this policy
- To be in line with our legal duties in respect of safeguarding and SEND needs

At St Clement's, responsibility for promoting positive behaviour is shared by all. We realise that instilling positive behaviour for learning is reliant upon clear lines of communication and responsibility between all members of the Academy community including all staff, pupils, parents and governors. The relationship between staff members and staff-pupils plays a critical role in the development and maintenance of positive behaviour. These relationships should be based on respect and unconditional positive regard with all staff taking the lead in this and modelling the very highest standards of behaviour, both in dealing with pupils, parents and with each other, as their example has an important influence on the children.

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards throughout a child's life both in and out of school (*paragraphs 92 - 95 of Behaviour in Schools - advice for Headteachers and school staff - July 2022*). Thus the school has a central role in the children's social and **moral development** just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to respect each other, the adults in the school, the wider community and their family.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At St. Clement's, we work towards standards of behaviour based on the Christian values of dignity, humility, service, compassion, courage and hope. We use the principles of reflection, forgiveness and reconciliation to reinforce these values.

## Positive Behaviour for Learning within our Academy

### Staff responsibilities are:

- To treat all children fairly and with respect
- To uphold the Academy values and ethos (WWJD)
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently with a consistent language
- To share and follow the St.Clement's Stars behaviour expectations
- To share and follow the Forgiveness and reconciliation strategies (poster)
- To be an excellent role model of living Christian values
- To form a good relationship with parents/carers, so that all children can see that the key adults in their lives share a common aim
- To recognise that each is an individual with their own individual needs
- To offer a framework for social education, promoting good manners and appropriate behaviour in the community
- To take a shared responsibility for all children within the Academy.

*These standards should be modelled by all school staff and visitors*

### Children's responsibilities are:

- To learn to the best of their abilities and allow others to do the same
- To treat others with respect and dignity
- To uphold the Academy Christian Values and ethos (WWJD)
- To follow the instructions of the Academy staff and the STARS behaviour expectations
- To take care of property and the environment in and out of Academy
- To co-operate with other children and adults
- To take a pride in themselves, their class and their Academy
- To move around Academy and work in a quiet, orderly manner
- To take responsibility for their actions, reflect and seek to reconcile for any inappropriate choices they may make. ( Forgiveness and reconciliation poster)

### The Parent's responsibilities are:

- To model and make children aware of appropriate behaviour in all situations, e.g. good manners, pride in themselves, patience and self-control.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in Academy.
- To foster good relationships with the Academy.
- To support the Academy in the implementation of this policy.
- To be aware of and support the Academy rules, expectations and values.
- To maintain clear communication with academy staff.

### The Governors' responsibilities are:

- Governors can make a positive contribution to the development and monitoring of Academy policy.
- Parent Governors in particular have an important role in clarifying the Academy's policy position and in providing a channel of communication for the parents. (Please contact the Academy office for detail of the named Governor for behaviour.)

## Behaviour Online

Communication can take many forms, whether it is by email, text, webcam or instant chat. It is essential that all pupils are aware of the academy policies that refer to acceptable behaviours when communicating online. The Academy will ensure that all users of technologies sign and adhere to the standard of behaviours set out in the E-Safety Charter, and it will not tolerate any abuse of its Computing network, infrastructure or cloud based systems, whether offline or online. All communications by pupils should be courteous and respectful at all times. Any reported incident of bullying or harassment or other unacceptable conduct will be treated seriously and in line with the student disciplinary codes and *Behaviour in Schools Guidance July 2022*. Where conduct is found to be unacceptable, the academy will deal with the matter internally. Where conduct is considered to be illegal, the academy will report the matter to the police and other relevant external organisations as required / instructed (*Behaviour in Schools Guidance July 2022*).

## Promoting Positive behaviour

St.Clement's Academy expects the very best standards of behaviour, but recognises that the best way to ensure these standards are maintained are through a belief in reflection, forgiveness and reconciliation. All staff have a responsibility for implementing the school behaviour policy to recognise and promote positive behaviour and deal with inappropriate behaviour within their own classroom and across the wider school. They must contribute to the positive learning environment and ethos in school using the whole school approaches to recognising and rewarding good behaviour. They must use strategies to deal with inappropriate behaviour. Appropriate records on CPOMS must be kept. All staff must bring concerns they might have about behaviour to the attention of the members of the leadership team. All class teachers have a responsibility to follow the policy on keeping the child's parents/guardians informed about their child's behaviour in school. Any incidents witnessed by members of staff should be reported to the class teacher or an appropriate contact. *This policy should be read and followed in conjunction with the St. Clement's Teaching and Learning Policy which details appropriate strategies.*

## Ways of promoting positive behaviour

### School Ethos

We must remember as in our vision- believing being anchored in Jesus Christ will guide us with hope, compassion and wisdom. That we are the anchors that hold our pupils steady, especially when their world is stormy. Each teacher and teaching assistant must create the climate for positive behaviour and recognise and reward children for their everyday efforts. Creating a climate for positive behaviour means:

- Building a positive and engaging relationship with the children which means they feel safe, valued and cared for
- Knowing the background and home circumstances of the children
- Effective teaching & learning that engages and motivates the children
- Work matched to the ability of the child
- A stimulating classroom & school environment that celebrates success

As trusted adults, all staff at St.Clement's Academy should model reconciliation and forgiveness. If a child has misbehaved and they have had a consequence, we should not hold this against them for the rest of the lesson or immediately assume if something else happens it is their fault. We should talk about reconciliation and forgiveness when telling the pupil the way they should adjust their behaviour to meet expectations. If pupils come to us to share a worry or quarrel, it is our statutory duty as well our moral duty to listen and support that child, and help them reconcile or resolve an issue/ worry.

## Celebration Assemblies

Achievements will be celebrated during regular assemblies and class points given. Monday is the day for our main whole school award assembly.

Fortnightly Cosmic Awards Assemblies will be held for KS1 and KS2 separately. Achievements such as Handwriting, star writer, spellings, birthdays and any out of school achievements will be celebrated. Each week, a cosmic pass is picked from each of the KS1 and KS2 boxes. These children receive a prize from the prize box. Values champions are celebrated in these assemblies. A person from each class is nominated by a member of staff for demonstrating our school values.

## Star Pupils

Teachers choose two pupils each week who have displayed excellent **learning** behaviours and attitude to work and these pupils receive a certificate stating the learning behaviour or value awarded and why.

## Cosmic Champions

If children ends the day on a planet they will receive a stamp on their cosmic card, (different stamp for each term-supplied by school) and when children fill their card (10 stamps) they will put it in either the KS1 or KS2 box which will be kept outside the hall. Children will continue this process throughout the term, with 1 child being pulled out weekly from each box. At the end of the term the cards will all be returned and two children from each class with the most cards will attend a reward afternoon, organised by the Pastoral Manager.

## Kindness Awards

The Kindness nomination slips and collection box is kept outside the hall. Children can complete slips to nominate someone who has been kind to them or someone else. Each week in assembly, nominations will be pulled out of the box, these children receive a diamond sticker and their photo goes on the display. There can also be children nominated by a member of staff or the Lunch Time Supervisors. There are 2 children chosen weekly.

Other classroom strategies (see T&L policy for details)

**Be Seen Looking-** prevent non-productive behavior by developing the ability to see it when it happens and by subtly reminding pupils you are looking.

**Make Compliance Visible-** ensure pupils follow through on a request in an immediate and visible way by setting a standard that's more demanding than just compliance.

**Least Invasive Intervention-** maximize teaching time and minimize 'drama' by using the subtlest and least invasive tactic possible to correct off task pupils- non-verbal, positive group correction, anonymous correction, private individual correction, private individual precise praise.

**Firm Calm Finesse-** take steps to get compliance without conflict by establishing an environment of purpose and respect and by maintaining own poise.

**Universal Language-** look for chances to show children that expectations are universal and not personal.

**Show Your Bright Face-** your bright face is your teaching smile.

**Art Of Consequence-** ensure that consequences when needed are more effective by making them quick, incremental, consistent, and depersonalized.



**The Countdown:** a whole school strategy for gaining pupil attention is the count 'up' to 3.

End of session:

- 1- Stop & tidy
- 2- Stand up, push in chair and stand behind
- 3- Walk to line/ carpet

Beginning of session:

- 1- Line up outside room
- 2- Stand behind chair
- 3- Sit down ready to start learning

EYFS use the same countdown with a slight variation as pupils do not sit at desks.

### **The Zone Board**

Each class, from Nursery to Year 6, has a positive behaviour Rocket Zone Board consisting of a blue centre zone 'expectation zone' and reflectors 'reflection zone'.

All pupils will start each day on the blue zone.

The expectations for all pupils at all times within the 'blue zone' are;

- To follow the St.Clement's STARS Expectations (see appendix for details) :
- Be **S**afe
- Be a **T**eam player
- **A**ct responsibly
- Be **R**espectful
- Be **S**upportive

If a pupil exhibits excellent learning behaviour they will move up to the learning behaviour planets. These planets are linked to good learning behaviours and our school's Christian values. If pupils finish the day on a planet they will be awarded a cosmic stamp on their cosmic card. It is important to ensure the children get their stamps and to show them their behaviour is recognised and valued.

If children continue to demonstrate excellent behaviour, they can 'planet hop', between the any of the 5 planets within the behaviour zone, for showing a particular attribute. They are awarded value points for each planet they hop onto.

The planets are:

- Planet Resilience; Demonstrating humility, courage and hope when things are tough.
- Planet Respectfulness; Demonstrating our school values and our Unicef rights to everyone you interact with.
- Planet Independence; Demonstrating dignity and courage when trying to do things by yourself.
- Planet Collaboration; Demonstrating compassion, dignity, service and humility by working together and supporting one another.
- Planet Perseverance; Demonstrating courage, dignity and hope by trying again and again to achieve something difficult.

If children demonstrate less than expected behaviour, they move straight onto a reflector where they have reflection time. If behaviour improves they move back to the blue zone. If behaviour does not improve they receive a sanction.

All children and staff are in houses based on Constellations to link with our Cosmic Awards-

Lyra - Harp, Centaurus - Half man half horse, Draco - Dragon and Pegasus - Winged horse.

Monitors will come to class on a Friday afternoon to collect values points and will record who has achieved the most points each week. The team with the most values points at the end of the year will win an exciting trip/celebration afternoon as a reward.

Classes can be awarded **class points** for things such as exceeding expected behaviour in assembly, walking around school, on a trip or when their teacher is away from school and a cover teacher is in school. When a class reaches 25 points they agree a reward together with their teacher. It is important to ensure the children get the class reward again to show their excellent behaviour is valued. It is also important not to take these points away once earned (unless absolutely necessary) as this can demoralise the class.

### **Lunch Time**

Lunchtime supervisors/kitchen staff will be familiar with the Stars behaviours and may award class points or values points for exceeding expected behaviour in the dinner hall or playground. Posters are in prominent positions all around school to remind both staff and pupils. If children need reflection time during lunch play, the supervisors will ask them to take reflection time out in the quiet area in front of the staffroom. Once a reflection activity is completed the child will be able to return to the playground. Supervisors will record incident in their behaviour book. If a child refuses to cooperate with or is rude to a supervisor, supervisors may ask another member of the lunch team to assist. If the situation requires it, a member of SLT may be alerted.

### **Offsite Visits**

The behaviour policy also applies when children are offsite Behaviour off premises (*paragraphs 92 - 95 of Behaviour in Schools - advice for Headteachers and school staff - July 2022*), on an educational visit. If behaviour becomes unacceptable, is deemed to potentially put the child and/or others at risk of harm or behaviour is exhibited which may bring the school into disrepute, the pupil will be returned to school and the necessary action taken in accordance with the Behaviour Policy Guidance. Any offsite incidents outside of the school day that are brought to our attention when our pupils are wearing the school's uniform, and could potentially bring the school into disrepute, will be dealt with in partnership with parent/carers as this may affect the good name of our school.

### **After School Clubs**

We pride ourselves on the wide range of free after school clubs provided for the children that are all designed to contribute to the children's physical social and health education. If a child persistently fails to respond to sanctions or is rude to adults working in school, then they will not be allowed to attend after school clubs for a period of time - usually a couple of weeks up to the end of a half term or term. If this behaviour continues then they will not be allowed to take part at all. Parents will be informed of this decision and are expected to support it.

### **Sanctions**

Sanctions are necessary for those children who exceed the boundaries of acceptable behaviour. These sanctions ensure that school is a positive place for the children where they can feel happy and secure and concentrate on their learning. They also mean that the children whose behaviour crosses the acceptable limits have to look at their actions and think about how they need to change the way they choose to act. When applying sanctions, we are always looking to redirect the children towards success rather than highlighting their mistakes. Giving the child the chance to do the right thing and to put things right is fundamental to the system. As soon as the child shows they have successfully changed their behaviour it is acknowledged.

If the child's behaviour has resulted in disrespect to another pupil or adult then they must face up to this, seeking forgiveness and asking the person what should happen next. It may be that the child needs a longer period of reflection at break or lunchtime and may agree that a letter asking for forgiveness and explaining what they will do differently in the future in a similar situation is needed.

The support of senior leaders is always available, but we recognise that it is best for all adults to take a responsibility for maintaining the high standards and values we expect from children. This generates respect for all staff.



Occasionally some pupils may need to spend time reflecting at break or lunchtime (but children are given the opportunity to make a positive change before this); they must always be given the opportunity to seek forgiveness and offer / be offered alternative behaviour choices for the future. It will be up the discretion of staff whether or not they involve senior leaders or meet with parents for further reflection (this will depend on the initial actions taken by the child)

#### What we do if your child misbehaves

- Warning-We remind them how we want them to behave/ our values
- Reflection time- Child moved to the reflectors on the rocket- the child has continued to make inappropriate choices following the initial verbal warning, therefore minutes will be lost off their break time to discuss with the class teacher or teaching assistant why the warnings have been given and what different choices they could have made and steps they will take in the future or to complete a reflection activity. Once the reflection activity is completed, child will move back to the blue zone on the rocket.  
1<sup>st</sup> reflection- linked to forgiveness & reconciliation poster (teacher)  
2<sup>nd</sup> reflection- linked to WWJD (teacher)  
3<sup>rd</sup> reflection- linked to WWJD ( completed with SLT/ Pastoral manager)

*Should a child lose minutes off their break time on three occasions within one week, the parents of the child must be informed.*

- Where possible we will encourage children to resolve disagreements themselves and to follow the forgiveness and reconciliation poster.
- We will consider information from the 'Post Covid-19' section of this policy.

#### Sanctions for repeated misbehaviour during lessons

When pupils continue to make poor choices or is not responding to the warning system then a senior member of staff should be called. Parents must be informed of this incident by the class teacher. In certain circumstances a single serious act of misbehaviour will lead to Senior Leader involvement. Class teachers/ Teaching assistants will keep a children in to complete reflection activities. If staff have concerns about a child's repeated inappropriate behaviour, a referral to the Pastoral team can be made. Behaviour concerns are also noted on CPOMS so any patterns in behaviour can be spotted.

#### Racist incidents

Racist harassment will not be tolerated within school. There is a specific response to incidents involving racism. The school sees a racist incident as 'any incident which is perceived to be racist by school staff.'

The Head Teacher or in their absence senior leader must be informed.

The parent / carers must be informed and be made aware of the way school is managing the incident.

The victim must be supported.

There will be monitoring within school of racist incidents.

#### Bullying

Bullying of any kind will not be tolerated within school. There is a specific response to incidents involving bullying. Please see the 'Anti-Bullying' policy. There will be monitoring within school of bullying incidents.

#### Physical incidents

Physical violence of any kind will not be tolerated within school.

The Head Teacher, Pastoral Manager or in their absence, another member of SLT must be informed.

The victim must be supported.

The parent and child must attend a meeting with the Pastoral manager to discuss strategies to support the child to make better choices. All physical incidents are recorded on CPOMS.

#### Sexual Violence and harassment

We follow all advice and guidance provided; KCSIE , the Human Rights Act 1998, the Equality Act 2010 (updated 2015), Working together to safeguard children, BDMAT school Safeguarding Policy, St.Clement's RHE policy, DFE

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. There is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable. Decisions are made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role, using their professional judgement, and being supported by other agencies, such as children's social care and the police as required.

A culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment will be always prompted.

### **Severe Behaviour Incidents - Internal/ Fixed Term suspension and Permanent Exclusions**

This is a last resort after we have tried all avenues to improve a child's behaviour. The Pastoral manager, along with the Headteacher, decides whether to remove a child from the classroom. The internal suspension involves the child working away from the classroom with a member of staff for a lesson or a part/whole day. Parents will be informed if the internal suspension is for a whole day. The class teacher will provide appropriate work to be completed for any type of suspension or exclusion, so child does not miss out on their education. During this time, the Pastoral Manager will carry out focused wellbeing and emotional support activities to help the child reflect on their behaviour and plan any future support needed for both the child and the family if necessary.

The Head Teacher will follow the BDMAT exclusions and suspensions policy- and decide whether to suspend/exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole Academy community.

Academies are under a duty to provide suitable full-time education for the suspended/ excluded pupil from the sixth Academy day of any fixed period suspension of more than five consecutive Academy days. Local authorities are under a duty to provide suitable full-time education from the sixth Academy day of a permanent exclusion.

In the event of any of the following, parents will be contacted immediately and requested to discuss their child's behaviour:

- Actual physical violence towards any member of the Academy community.
- Sexual violence or harassment
- Verbal abuse towards any member of staff
- Deliberate damage to Academy or other people's property.
- Bullying
- Behaviour that causes a risk to themselves or others

Parents are expected to attend a reintegration interview following any fixed period suspension from the Academy.

In cases of bullying we will follow the procedures as laid down in our Anti Bullying Policy.

LA and BDMAT will be informed of all exclusions.

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### Responsibility for Dealing with Pupil Behaviour

- During lesson time the class teacher is responsible for pupils' behaviour.
- There is a whole school responsibility for corridors, assemblies etc.
- At break times the staff on duty are responsible for the children in their care.
- At lunchtimes, supervisors are responsible for the overall care of the children. Issues are to be resolved by lunchtime staff on duty in order to ensure playground behaviour does not impact on teaching and learning.
- Children should not be sent to the SLT or anyone else unless an incident is serious.
- All staff are responsible for using 'Post Covid-19' amendments.

### **Monitor and Review of Behaviour for Learning Policy**

The policy will be monitored and reviewed ~~annually~~, as part of the ongoing audit of practice and development within the Academy.

### Documents to Support Policy

*St. Clement's Academy Teaching and Learning Policy*

*St Clement's Academy Anti Bullying Policy*

*Equality Act*

*Keeping Children Safe In Education 2023*

*Behaviour in Schools - advice for Headteachers and school staff - July 2023*

*Suspension and Permanent Exclusion from maintained schools, academies and*

*pupil referral units in England, including pupil movement Guidance for*

*maintained schools, academies, and pupil referral units in England - July 2022*

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## Post Covid-19

There may still be increased rates of children's anxiety, as society recovers from the pandemic and the restrictions and other impacts this has had on children's family life and their community. Anxiety is the body's response to threat, and coronavirus is a threat. For some children, this anxiety will not be a short-term problem and may develop into a long-term anxiety disorder. Children may be/ have been placed in traumatic situations. Some children may have inevitably suffered bereavement, further support relating to this can be found in the St. Clement's C of E Academy Bereavement and Grief Policy. The fact that for some children, simply having to be at home for a prolonged period of time, will in itself have had significant impact upon mental health. For example, some children will have witnessed/ suffered DV or been in a refuge for the entire period of lockdown/ Summer. These are all matters that will be considered when dealing with or managing behaviour.

Behaviours we see may relating to stress, anxiety, PTSD, separation anxiety, OCD, Bereavement, grief and/or other mental health related concerns.

### Behaviour Signs (some conditions we may see both short term and long term)

- **OCD:** Worrying about germs, getting sick, or dying. Extreme fears about bad things happening or doing something wrong. Feeling that things have to be "just right." Disturbing and unwanted thoughts or images about hurting others. Disturbing and unwanted thoughts or images of a sexual nature. Children may want to continually wash hands or not want to touch things they think someone else has touched. Staff should be mindful of these behaviours and address concerns in a compassionate and understanding manner.
- **Separation Anxiety:** Children with separation anxiety disorder feel constantly worried or fearful about separation. Many children are overwhelmed with symptoms such as: Fear that something terrible will happen to a loved one. The most common fear a child with separation anxiety disorder experiences is the worry that harm will come to a loved one in the child's absence. Having spent a significant and prolonged period with their caregiver, this sudden change could exacerbate these feelings. Worry that an unpredicted event will lead to permanent separation: Your child may fear that once separated from their caregiver or family members, something will happen to maintain the separation. Refusal to go to school: A child with separation anxiety disorder may have an unreasonable fear of school, and will do almost anything to stay home. Reluctance to go to sleep: Separation anxiety disorder can make children insomniacs, either because of the fear of being alone or due to nightmares about separation. Physical sickness like a headache or stomach ache: At the time of separation, or before, children with separation anxiety problems often complain they feel ill. Clinging to the caregiver. A child may shadow the teacher / adult around the classroom or cling to their arm or leg if they attempt to step out.
- **Stress and Anxiety:** Children may be extremely well-behaved and quiet, fearful of asking questions. Demand extra time from teachers, asking questions constantly and requiring a lot of reassurance. Regularly fail to hand work in on time, due to either procrastination or perfectionism tendencies. Complain of sudden stomach aches or headaches, especially when faced with activities that they are not comfortable with. Spend a lot of time on their own at lunch and breaks. Visibly appear to be anxious (sweating, agitated, rapid breathing).
- **PTSD:** Unwanted memories of the event that keep coming back. Upsetting dreams or nightmares. Acting or feeling as though the event is happening again (flashbacks). Heartache and fear when reminded of the event. Feeling jumpy, startled, or nervous when something triggers memories of the event. Children may re-enact what happened in their play or drawings. Avoidance of any reminders of the event. Avoiding thinking about or talking about the trauma. Avoiding activities, places, or people that are reminders of the event. Being

unable to remember important parts of what happened. Negative thinking or mood since the event happened. Lasting worries and beliefs about people and the world being unsafe. Blaming oneself for the traumatic event. Lack of interest in participating in regular activities. Feelings of anger, shame, fear, or guilt about what happened. Feeling detached or estranged from people. Not able to have positive emotions (happiness, satisfaction, loving feelings) Lasting feelings of anxiety or physical reactions. Trouble falling or staying asleep. Feeling cranky, grouchy, or angry. Problems paying attention or focusing. Always being on the lookout for danger or warning signs. Easily startled.

- **Bereavement and Grief:** See St. Clement's C of E Bereavement and Grief Policy.

## Supporting Children

1. **Never Lie:** The first rule of what information to give children is 'never lie'. But that does not mean we have to tell them everything.
2. **Give appropriate information:** The information you give to children has to be developmentally appropriate.
3. **Hide your own fears:** Don't let your children see any panic you feel. Language is very important in anxiety. Their worry needs to be recognised, acknowledged and validated, without being hyped up.
4. **Encourage a sense of togetherness:** Encourage sense of togetherness and hope. These can be protective against mental health problems.

## Structures of Support within the Academy

### Support systems for children

#### *Individual needs*

In addition to regular teaching and learning about positive behaviour and the support of a well organised and caring school community, some children will need extra support to help manage their behaviour. A Behaviour Support Plan will be put into place if the school believes the child would benefit from additional pastoral support. Regular meetings (Team around the Child- TAC) will be held to discuss the child's progress towards action points and/or behaviour targets recorded in their plan. Those involved in the meeting will be: parent(s), child, class teacher and other professionals deemed necessary to be at the meeting.

#### *Identifying individual needs*

There are clear procedures in school for identifying those children at risk and taking early intervention:

- Class teachers have a responsibility to raise any concerns that they might have about the behaviour of individual children with the Pastoral manager and /or SENDCO
- Contact with parents in the early stages of a problem
- Referrals for specialist advice from agencies linked to the school, either for the individual (e.g. Educational Psychology Service) or in more general terms (e.g. LA Behaviour Support Team)

#### *Specific steps to support children with ITP/ Behaviour Plan for behaviour*

If compliance is not secured following initial attempts to manage the behaviour according to the school behaviour policy then the behaviours should be seen in the context of special educational needs (falling in the area of social and emotional) and specific targets should be included in the child's ITP the focus then becomes one of intervention and teaching. This assumption is based on the belief that as in learning, expectations for individual progress have to be differentiated and that for some children the standards of behaviour expected of the whole class are inappropriate. Sanctions are however to be clearly outlined on the child's ITP where necessary so that they too have the opportunity to reflect upon their behaviours and discuss, where appropriate, how they could have behaved differently allowing them to amend their behaviours in the future. In response the difficulties experienced by the child are defined, broken down and planned for so goals are realistic and achievable. If their behaviour impacts upon the well-being and safety of other children or staff, sanctions imposed will be in line with the school's policy.

### Support systems for staff

*Teacher isolation*-Positive behaviour management can only be developed across the school if there is a supportive environment where colleague support is the norm. Staff must not feel isolated and left alone to deal with problems.



There is whole school recognition that behaviour problems are best dealt with from a shared perspective and that significant behavioural problems need a team approach. This means staff who are having difficulty with a class, group or individual should approach a member of the SLT. There must be willingness by the member of staff to accept support. Similarly parents should recognise the time that staff dedicate to dealing with behaviours, respect how teachers, as professionals, carry this out in a way that is in line with the school's Christian values particularly of forgiveness and reconciliation. Parents should support the school with sanctions given.

Other support:

- All staff have received CPD on mental health and well-being issues Post Covid19 and should use the guidance and support from this when considering how to response to children's emotional/behavioural needs.
- Reflection areas to be used at the child's request.
- 'Inside Out' slips to be available at all times.
- Consistent and clear communication with families and other professionals.
- Up to date training for staff relating to Mental Health and the above mentioned conditions.
- Family Support Plans where needed.
- Referrals to other agencies or professionals where needed.
- Regular Staff Well- being sessions

The overriding aim of our behaviour Policy is to ensure the safety and wellbeing of all members of our school community.

**Last Reviewed: 07.09.2023**

**Agreed by Governors :**

**To be reviewed: Sept 24**

**Reviewed by: D.Shryane & D.Akers**



**ST. CLEMENT'S**  
**C.OF E. ACADEMY**