St Matthew's High Brooms CE Primary School

Powder Mill Lane
Tunbridge Wells
Kent
TN4 9DY

Behaviour for Learning Policy

Headteacher: Mrs Carolyn Pollard

Chair of Governors: Mrs Karen Stevenson

Ratified: Sept 2023

Next Review: Sept 2024

Policy written by: Wider Leadership Team

Fulfilling God-given potential

Distinctive Christian Values-
Honesty, Kindness, Respect, Responsibility

Whole School Vision Statement:

'Fulfilling God-given potential'

At St Matthew's, we believe that each of us is made in the image of God. God loves every one of us. We value every member of our community, and support them to do their best.

"See how very much our father loves us, for he calls us his children, and that is what we are!" (1 John 3 v1, New Living Translation).

Our 4 school values are
- **Responsibility**
- **Kindness**
- **Honesty**
- **Respect**

We make sure that every child, regardless of their age, learns what each value means and how they can demonstrate that value at home, at school and in the wider world.

Our intent is to ensure that everyone enjoys their time in school, where a consistent framework for behaviour for learning is adopted and understood by all adults and children. The main objectives for this behaviour framework are:

1. *To ensure a happy, calm and safe environment for everyone and a detailed understanding of the school's Christian vision and values.*
2. *To encourage positive attitudes towards learning, relationship building and understanding of ourselves as people who are growing, learning, facing challenges and achieving.*

Aims

- To provide a caring, supportive and stable environment where children work cooperatively.
- To ensure that all adults and children in our school are respected and respect others, their cultures, their differences and their opinions.
- To create and maintain a community rooted in our distinctly Christian values of kindness, respect, responsibility and honesty which enable all pupils to display exemplary moral values and principles.
- To give all children the emotional literacy needed to regulate their feelings, energy and sensory needs by following the principles of Zones of Regulation*.
- To make sure that our children have the courage to take responsibility for their own actions and are able to verbalise their feelings about these, in order to make the right choices.
- To ensure that parents are part of our commitment to excellent behaviour for learning and that they understand how they can support their children at home.
- To engage the whole school community in providing a powerful learning environment, rich in creativity, where we celebrate the efforts of all.

***The Zones of Regulation - L. Kuypers - published by Social Thinking 2011**

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:
- DfE guidance .

The policy will be published on the school website.

As a community we strive to provide:

- Consistent, calm adult behaviour.
- First attention to best behaviour for learning.
- Routines are clear, repetitive and consistent across the school.
- Scripting based on emotion coaching is in place for difficult interventions.
- Restorative approaches are in place to follow up incidents.

Responsibilities

All members of the school community – teaching and non-teaching staff, parents, pupils and governors, are responsible for their behaviour and how this impacts on others. As a community we will:

- Work as a team, supporting and encouraging each other.
- Provide a well-ordered, safe environment, which promotes good behaviour for learning.
- Treat all children and adults as individuals and respecting their rights, values and beliefs.
- Foster and promote good relationships and a sense of belonging to the school community.
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures, genders, abilities, religions and backgrounds.
- Maintain a consistent approach to expectations, keeping our distinctly Christian vision and values at the core of all rewards and consequences.

- Encourage, praise and positively reinforce good relationships and behaviour for learning.
- Reject all bullying or harassment in any form.

The senior leadership team is responsible for:
- ensuring that there is a clear behaviour for learning policy in place, which is reviewed annually and communicated to staff, pupils and parents
- ensuring that the policy is adhered to by staff, pupils and parents
- setting the expectations for behaviour and conduct for staff, pupils and parents
- supporting staff in managing behaviour across the school by giving advice and feedback
- making decisions about higher level actions, such as suspension and managed moves

School Rules

To ensure that our Christian vision and values are fully understood and embraced by all pupils and adults, school rules must be entirely relatable to these values. School rules must be displayed around the school.

Each of the four school rules will relate to one of the 4 school values: respect, honesty, kindness and responsibility

Be a responsible member of the school community.

Be kind and helpful to everyone.

Be honest and truthful.

Be respectful to everyone and yourself.

Professional Behaviour

We should be keeping a focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible. Every single day. Small, persistent and visible shifts in adult behaviour have an incredible effect on children's behaviour.

Paul Dix – When the Adults Change, Everything Changes – published by Independent Thinking Press 2017

Adults in our school shape and have impact on, the behaviour for learning of our children. It is our responsibility to ensure that we adhere to this policy and that our practice is simple, highly effective and most importantly, consistent.

We recognise that establishing and adhering to routines in and around the school is a powerful way of helping our children to create the right conditions for learning. We will all support each other in this and where necessary, challenge negative behaviour demonstrated.

These routines are based on visible kindness, commitment, patience and consistency of approach.

The following guidelines are reviewed regularly and discussed as a team.

Classroom
- We meet every child as they come into the class with a positive greeting and a smile.
- We are always ready in the playground to greet the children as they enter through the gate and into school.
- We make children feel important and valued.
- We give children the opportunity to recognise their feelings and emotions using 'Zones of Regulation'
- Rules are clear and appropriate.
- We refuse to shout *(unless it is a safeguarding concern eg shouting 'STOP' if a child was about to run somewhere unsafe)*
- We give first attention to those doing the 'right thing'.
- We make a point of recognising and praising behaviour that is 'over and above'.
- We never humiliate those who demonstrate negative behaviour.
- Children who disrupt learning are dealt with respectfully. (removed discreetly)
- Any consequence for poor behaviour is dealt with quickly so that children can start afresh.
- We communicate good news home regularly.
- Planning is devised with the needs of the children in mind.
- Sessions end in positive reflection.
- Classrooms are tidy, and well organised. (removed well-resourced and always)
-

Around school
- We always meet others with a smile and a positive greeting
- We give first attention to those doing 'the right thing'.
- We make a point of recognising and praising behaviour that is 'over and above'.
- We always deal with behaviour (positive or negative), rather than walking past.
- We deal with poor behaviour at lunch time and/ break time professionally, following the strategies in the section above.

Positive Behaviour Management Strategies

Creating a positive learning environment

We aim to create a calm environment where displays support and celebrate learning, resources are clearly labelled, appropriate and in working order and ventilation is good. Displays, such as a recognition board are used to promote positive behaviour for learning. Seating is carefully thought out depending on the need and social dynamics of the group.

Readiness for Learning

Classes understand what 'ready for learning' looks like. Adults use strategies such as:
- Countdown (5, I need all eyes on me, 4, I can see nearly everyone is listening, 3 etc.)
- 1, 2, 3, Eyes on me. Children say back, '1, 2, eyes on you.'
- Jingle of bells

- Tactical ignoring of low level behaviours such as: disengagement, slouching etc.
- Clapping a rhythm

Teachers set the class to work using clear instructions. Children are clear on how much time they have; what the task is; who they are working with; and what signal the teacher will use to pause their learning.

We also use assertive behaviour strategies such as these sentence openers:
- You need to…
- I need to see you…
- I expect…
- I know you will..
- Thank you for…

Strategies to promote positive behaviour around the school

- **Walk Tall!** – everyone must walk around school, where possible on the left. Shoulders back, eyes front and arms down as this shows respect for our school environment and each other.
- **Say hello!** – everyone will greet and be respectful to others whilst walking around the school or outside.
- **Kind Hands, Kind Feet, Kind Words –** everyone will model kind words and actions towards others.
- **THINK –** Is it true?, Is it helpful?, Is it Inspiring?, Is it necessary?, Is it kind?

Celebrating and Supporting behaviour for Learning.

We have a number of ways that we can celebrate and support children's behaviour for learning.

- Recognition boards in classrooms
- Verbal praise
- The giving of responsibility
    - House Captains and Prefects
    - Library Monitors
    - Buddy System
    - Play Leaders
    - Leading Lights
- Written comment in book
- Learning on display or shared with other teachers/pupils
- Dojo points
- Table points or a similar system that promotes team work
- Green Cards (10 dojo points = green card)
- Bronze (20 green cards), Silver (40 green cards) and Gold (60 green cards) awards.
- Celebration Worship once a week during which pupils are praised for how well they have embodied the school vision and values.
- A Headteacher's Award for a truly stunning piece of work or for when a pupil demonstrates exemplary understanding of the school's vision and values.

- Note home/ personal Dojo message home.

Supporting negative behaviour for learning

We know that all children struggle at times and it is our role to remain positive, clear and consistent when dealing with negative behaviours. The following process can be applied anywhere in school and used by teachers or teaching assistants:

1. Reminder
Remind the child of the rule/s briefly and what you expect them to be doing/ how they should be behaving.

2. Caution
Warn them (discreetly, not in front of the class) and make them aware of their behaviour and outline the consequences. "Think about your next choice, I know you can make the right one."

3. Last chance
Give them a final opportunity to engage, offer a positive choice and refer to previous examples of good behaviour. Use the script below to support this.

Script:
*"I can see that you are [angry, upset, frustrated etc]. It's OK to be [angry etc] but it's not OK to …
It was the rule about [Being Responsible, Being Kind, Being Honest, Being Respectful] that you broke. Do you remember last week/ yesterday when you [name something positive].
That's who I want to see today and I know that you can do it."*

4. Calm Down
If a child needs a chance to calm down before they can complete their time out, then a calming down strategy is used first. eg
- Each class has a calm box that can be used for a timed period.
- A child may be taken for a walk
- A child may be given a job
These are designed to calm the child within a timed period so they can complete their time out.

5. Time out

Make sure all the children know where the time out space is. This will be a space that enables the child to calm down, reflect, breathe and compose themselves. Time out is:
- 5 mins using a timer.

- Child is sat in silence.

- If the child disrupts this time, the timer is paused. It restarts, with a reminder after the child is ready.

6. Repair

This will be an age-appropriate chat at the end of the session or something more formal if a serious behaviour incident has occurred.

Restorative Approaches

There are several ways to carry this out. Essentially, the conversation needs to include:

- What happened?
- What were you thinking at the time?
- What do you think now?
- How do you think that made 'X' feel?
- Who has been affected by this and how?
- What should we do now?

Following this discussion a consequence of their behaviour may be decided eg writing a sorry card, missing some playtime.

Restorative approaches, when implemented in a whole-school approach:

- Develop emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility.
- Improve behaviour, attendance, learning, teaching.
- Increase empathy, happiness, positive life skills.
- Reduce suspensions, conflict, bullying, need for sanctions.
- Compliment RSE, PSHE.

Supporting challenging behaviour

For children showing very challenging behaviours in our school, the following strategies (in addition to the strategies outlined above) are used:

1. **Contact with the parent** – This is frequent and purposeful by the class teacher and SLT. The parent needs to hear positive comments as well as negative. The conversation should not be in front of other parents, but discreet. Give a balanced view of behaviour and show understanding of different needs. After a serious incident, SLT will call parents and ask to speak to them regarding the behaviour with the expectation that they will come into school asap for that discussion.

2. **Reward sheet** – this will be set up in agreement with CT, SLT and the parents. It will show rewards only (sticker, smiley faces) and be communicated regularly.

3. **Behaviour Support Plan (see appendix 1)** – this is put in place if a child is demonstrating challenging behaviour on a daily basis. This will be set up in conjunction with SLT and the Inclusion Manager and will involve parents from the start. It will include a risk assessment.

4. **Outside professionals** –may be used to support more complex cases.

De-escalation Strategies

A range of de-escalation techniques are deployed. These include diversion, humour, peer support and choices and are used whenever possible. These include:

Diversion/Distraction
Often pupils enter a period of emotional hijacking, where they find it difficult to break out of a train of thought or pattern of behaviour. Distracting the pupil with a job (even if made up by the adult – such as going to give a message to a teacher or moving some resources) can be enough to break the pattern. Younger children can often be set back on track by being given a new task to do or being asked to look at something interesting.

Humour
Often a child can be supported to make good choices with humour. This relies on the pupil and staff member having a good relationship. The staff member has to use careful verbal and body language to ensure this is used appropriately.

Peer Support
Sometimes, pupils can be asked to support another child in making good choices. This is often effective with pupils who are good friends or when an older child supports a younger one.

Choices
For some pupils who refuse to follow instructions, receiving two choices can help them to move forward. The choices need to achieve what the teacher would like the child to do, but give ownership of decisions to the child.

Time Out – see previous section
'Time out' will be allocated according to the age and needs of the pupil. No child should be left on 'time out' for extended periods of time.

Serious Incidents

The following examples of serious behaviour incidents will require the same process as detailed previously. The serious behaviour incident is recorded on CPOMs. This is to help support the child by understanding the possible triggers and intentions of the behaviour shown. They are also used as helpful evidence if this is required for funding or an EHC plan.

A serious incident may include the following:

Extreme aggression towards an adult or child
Deliberately causing damage to school property
Racially abusive name-calling
High level of repeated unkind acts

Suspension & Exclusion

In the unlikely event of behaviour which would be serious enough for a child to be suspended, we adhere to the DfE guidance on exclusion and our Suspension and Permanent Exclusion Policy

https://www.gov.uk/government/publications/school-exclusion

Records of Serious Incidents

The Headteacher will keep a record of all serious incidents within the school, together with a record of action taken and any additional follow-up that is deemed necessary.

All incidents of bullying and racism will be recorded separately and parents will be informed if their children have been involved in bullying or racist incidents or affected by it in any way. Racist incidents will be reported to the Local Education Authority and Governors.

Behaviour Management of pupils outside of school hours

Behaviour on School Visits

We are proud of the reputation our pupils have built when out on school visits. We expect high standards of behaviour from all children at all times to ensure this reputation is maintained.

This can be achieved by:

- Outlining expectations before leaving the school site.
- Ensuring any tasks are appropriate.
- Ensuring adequate supervision.
- Giving careful thought to group dynamics.
- Ensuring all adults know what is expected of the children in order that consistency is achieved If numbers allow, it can be beneficial for the teacher to have NO group allocation so that he/she can solve any problems immediately.

Consequences may be applied where an identified pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

This policy will be applied to behaviour at clubs, run outside of the school day, as far as is possible. Where behaviour is considered to be extreme by the club leader, SLT support will be sought where possible. Whether or not this is possible, the club leader has the right to request that a child is collected early from the club by the parent if his/her behaviour is affecting the running of the club. This also applies to Early Start club.

The document, 'Behaviour and Discipline in Schools: Advice to Headteachers and school staff' (January 2016) states the following:

'Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent that is reasonable."

Supporting children with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with behaviour that challenges from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour for learning policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of behaviour that challenges, and put in place support to prevent these from occurring. STAR chart may be used for this (appendix 2)

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Please see our SEND policy for more details about supporting individual pupils.

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made.

Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Physical Control

It is recognised that there are circumstances in which physical control may have to be used to prevent a pupil causing personal injury to themselves or others. Restraint should be an act of care and control.

Please refer to the Department For Education guidance on the Use of Force by Staff to Control or Restrain Pupils. The documents is titled 'Use of Reasonable Force' (July 2013)

Liaison with Parents

When staff start to have growing concerns that a pattern of behaviour that challenges is beginning to appear, they will reach out to parents in order to discuss these concerns. We recognise that parents can provide a valuable insight into their child's life and it is crucial that staff and parents work in partnership to support the child in embodying the school's vision and values effectively. We will routinely ensure that we have a signed copy of the Home School agreement from all parents. This important document can support conversation regarding pupil behaviour where necessary.

Parents are kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis, a home/school contact book and/or individual classdojo **may** be started. The book/class story is written in by the teacher or teaching assistant at the end of each day and sent home.

There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENDCO and head teacher. This will be achieved by the SENDCO requesting support at a LIFT (Local Inclusion Forum Team) meeting. Any outside agency will need information. Therefore, teachers need to document evidence of behaviour carefully so that it can be collated when required.

Equal opportunities and inclusion and legal duties

All pupils, irrespective of race, gender, or religious belief should be treated equally with regards to behaviour. However, pupils with difficulties relating to behaviour, may need specific techniques/behaviour plans. Advice should be sought from the Inclusion Manager and external

agencies if required. We acknowledge our legal duties under the Equality Act 2010 and in terms of safeguarding and supporting pupils with special educational needs and disabilities.

Related policies

The following policies specifically relate to this policy:

1. Child Protection and Safeguarding
2. SEND
3. Anti-bullying
4. Online safety
5. Acceptable Use
6. Suspensions and Permanent Exclusions Policy
7. Equality policy
8. Managing Allegations against Staff
9. RSE
10. Home/School Agreement

Behaviour Support Plan

(including Risk Assessment)

Name :		Year:		Class:
Term:		Date started: Date reviewed:		

DESCRIPTION OF BEHAVIOUR	KNOWN TRIGGERS	FUNCTION OF BEHAVIOUR	PROACTIVE SUPPORT
Describe behaviour: be objective; use clear, accurate and precise descriptions, eg: refusal, physical, verbal, withdrawal	External: Such as: people, demands/contexts Internal: Such as hunger, pain, sensitivity or mood	Identify what the behaviour communicates/intention of behaviour	Describe what actions are taken to prevent or reduce likelihood of incidents occurring

Risk Assessment	
To be completed by the class teacher when there are identified risks	
Describe the foreseeable risk. e.g: Hurting self/others	
How likely it is that the risk will arise?	
List who may be affected by the risk. Eg: Individuals, Everyone in the school building including adults and pupils	

In which situation does the risk usually occur?	
What kinds of injuries or harm (if any) likely to occur, a: to pupils, b: to others?	
What are the interventions or strategies in place to minimise risk(s)?	

Behaviour is to be recorded in
Physical Interventions logged
Accidents/Injury incurred from incidences staff MUST complete form and return to Leadership Team

Written by: Class Teachers: TAs:	Discussed and agreed by Head Teacher (Name, signature & date): Discussed and agreed by Parent (Name, signature & date):

Fulfilling God-given potential

STAR Chart –

Day and Time	Setting	Trigger	Action	Response

Fulfilling God-given potential