

Behaviour for Learning Policy

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Contents

Contents	2
1 Introduction	2
2 Responsibilities	4
3 What does excellent behaviour look like in our school?	5
4 Using rewards and sanctions to support good behaviour	5
5 Individual Behaviour Plans	6
6 Restorative approach to managing behaviour	6
7 Positive handling	7
8 Behaviour outside of school premises	8
9 Zero-tolerance approach to racism and homophobia	9
10 Zero-tolerance approach to sexual harassment and sexual violence	9
11 Searching pupils and confiscating items	10
12 School exclusions	10
13 Training	10
14 Monitoring	10
15 Response to malicious allegations	10
16 Legislation, statutory requirements and statutory guidance	11

1 Introduction

At our school we are committed to developing positive relationships and achieving excellent behaviour for learning within school.

We base our approach on the following three principles that guide all of our work:

1. All pupils **want** to behave appropriately
2. All pupils **can** behave appropriately
3. All pupils **can put things right** if wrong choices are made

These link to the expectations from the Governors Behaviour Statement (see website).

This policy outlines our general approach to promoting positive behaviour throughout our school. It cannot anticipate every eventuality and Heads will use their professional discretion to adapt the policy during the day-to-day operation of our school.

If parents wish to discuss any aspect of this policy, please contact the school office for an appointment.

It is based on our five PROUD values:



Our children are confident learners, they work hard to succeed with every challenge.



Our children show respect for themselves and other people in our community, our country and our world.



Our children love learning and are keen to learn in our school, at home and in the future.



Our children have strong core skills in communication (reading, writing, speaking and computing), mathematics and have a good understanding of topics across the whole curriculum.



Our children are confident to share their views, listen to other people's ideas and opinions and make decisions that help everyone achieve.

And links to the following articles from the United Nations Convention on the rights of the child.



Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from;

Article 19 Children have a right to be protected;

Article 28 Children have a right to a good quality education.

2 Responsibilities

Everyone in our school is responsible for creating an environment where we can all learn successfully.

Staff

Staff model and teach positive relationships by:

- Treating pupils as individuals, getting to know pupils and respecting them.
- Praising children's positive behaviour.
- Using restorative approaches to resolve situations of conflict and provide meaningful solutions for all.
- Showing fairness and consistency in the use of rewards and sanctions.
- Ensuring the curriculum is inclusive, and aiming to meet all needs within lessons.
- Engaging with all children around our school (not just pupils in specific classes/year groups).
- Ensuring all parties have the opportunity to express themselves and listening to what has been said.
- Engaging with parents / carers in order to share positive information about behaviour and to elicit support in improving behaviour.
- Being democratic and consultative, finding out what works for specific pupils, and ensuring that, where possible, pupils have ownership e.g. sharing class expectations.
- Being reflective and altering strategies that are not working.

Children

Children are proud of their behaviour and:

- Follow school expectations.
- Show respect and consideration of others and their property.
- Show good listening to adults and each other.
- Behave well when travelling to and from school and on school trips, recognising that our school is part of a wider community.
- Show respect to all school staff and visitors.
- Show respect for our school building and facilities.
- Ask for help when unsure.
- If problems happen, children will be positive about putting things right.

Parents

Parents support the high expectations of behaviour in our school by:

- Modelling the same behaviours that we expect of our children
- Talking with their children about the importance of respect for all members of our community.
- Praising their children and celebrating their successes with their learning.
- Contacting the school whenever there is a problem, so that it can be sorted quickly.
- Working with the school to resolve issues.

Governors

- Governors monitor the implementation of this policy.
- Governors gather opinions from children, parents and staff about relationships in our school.
- Governors review the behaviour around our school, and evaluate the effectiveness of our policy, using information from different sources.
- Governors monitor the use of fixed term exclusions and review permanent exclusions (in line with the school's exclusion procedures).

3 What does excellent behaviour look like in our school?

These guidelines should be used by adults and referred to so that a consistent message of what constitutes appropriate behaviour is delivered throughout the school to all children.

All adults praise these behaviours and remind children who find them difficult, to support them in making the correct choices.

What does excellent Behaviour for Learning look like around our school?	
Classroom <ul style="list-style-type: none"> • Respect for each other and the environment. • Participation and collaboration • Focused & engaged • Active listening • Safe • Routines followed • Calm • Purposeful 	Corridors <ul style="list-style-type: none"> • Respect for each other and the environment. • Quiet as possible • Lined up • Calm single-file walking on LH side • Facing forwards • Good manners • Sign "Thank you"
Hall <ul style="list-style-type: none"> • Respect for each other and the environment. • Participation and collaboration • Focused • Calm and quiet (lunch time) • Orderly entrances and exits • Silent/sitting still (for assembly time) 	Playground <ul style="list-style-type: none"> • Respect for each other and the environment. • Participation and collaboration • Positive child/adult interactions • Good manners • Safe • Routines followed • Inclusive and positive play

4 Using rewards and sanctions to support good behaviour

We know that excellent behaviour is the key to excellent learning.

Teachers and support staff will always ensure that they notice and value the effort pupils put into demonstrating good behaviour and developing good relationships; they will reward this in a number of ways.

Rewards may include:		
<ul style="list-style-type: none"> • Verbal praise 	<ul style="list-style-type: none"> • PROUD award certificates • Star of the Day/Week 	<ul style="list-style-type: none"> • Stickers • Whole class incentives

<ul style="list-style-type: none"> Commending pupils to other adults and/or parents 	<ul style="list-style-type: none"> Visual charts in the classroom 	
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Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - o Greeting pupils in the morning
 - o Establishing clear routines
 - o Communicating expectations of behaviour in ways other than verbally
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively and starting the next day afresh
 - o Having a plan for dealing with low-level disruption
 - o Using positive reinforcement

On occasions we do have to deal with behaviour that does not meet our agreed expectations; consequences which can be used to support the child in learning about good behaviour may include:

Low level responses	Medium level responses	High level response
<i>(e.g. low level disruption, inattention in class)</i>	<i>(e.g. regularly not showing respect, refusing to participate)</i>	<i>(e.g. intentionally hurting children or staff, racist incidents, general behaviour policy needs adapting for individual child)</i>
<ul style="list-style-type: none"> Verbal reminders, eye contact or other low level interventions (e.g. moving a ruler from a child who is fiddling with it) Discussion with class teacher Loss of play time Visual charts in classroom Reflection in class or partner classroom Short restoration during lunch or playtime 	<ul style="list-style-type: none"> Conversation with parents Formal meeting with targets set- template in appendix 1 Time with a Year Group Lead Possible referral to SENDCO/Inclusion team 	<ul style="list-style-type: none"> Individual behaviour plan Immediate meeting with parents Discussion with Assistant Headteacher, Deputy Headteacher, Headteacher or Executive Headteacher. Suspensions may be used for repeated or extreme incidents where no other response is appropriate.

Routines and consequences can be adjusted to suit the needs of pupils with SEND or additional needs

5 Individual Behaviour Plans

Behaviour for learning across our school is strong and children show positive behaviours in lessons and at playtimes. As an inclusive school, there are times when individual children need extra support as they develop positive behaviours and shape their responses to difficult situations.

If needed, teachers will write an individual behaviour plan that explains the extra support that children will receive to support them.

We also work with the LA behaviour team to offer further support when it is needed.

6 Restorative approach to managing behaviour

We use a restorative approach to deal with any conflict in order to find meaningful, positive solutions for all involved.

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

Our restorative approach is based on an understanding and acceptance that conflict is a part of life, and that in an individual conflict there is an underlying damage to the two parties involved. This needs to be addressed to resolve the issue and prevent any further incidents of the same nature.

This means that, instead of simply being punished as a result of 'bad behaviour', a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

A restorative meeting following an incident brings together the harmed and the wrongdoer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

Restorative approaches include:

- a quick 'restorative chat' in a corridor
- a reflection session with a teacher
- a structured restorative conversation
- a full class discussion.

Our restorative approach is highly effective because it:

- Encourages a school-wide culture of mutual respect and care
- Transforms wrongdoing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrongdoers'

Restorative Conversations:

This is the starting point for all restorative processes. The conversation will involve one to one dialogue. The role of the adult is to demonstrate good active listening, helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves. The following questions can be used to guide the dialogue:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

However, sometimes a less formal approach can have success. In this type of conversation, as with others (e.g. mediation), it is important for the adults to demonstrate good listening and body language. The overall aim of the conversation is to address the poor behaviour and to move forward positively.

7 Positive handling

Our behaviour management strategies are always designed to avoid the need for physical restraint.

However, on very rare occasions, children's behaviour can pose a danger to themselves, others or to school property (as defined in section 93 of the [Education and Inspections Act 2006](#)), or can affect the good order within the school.

The school trains staff using LEAFE training. LEAFE Approach training emphasises the importance of non-physical de-escalation tactics to address any difficult behaviour. Staff will aim to talk to children, in calm language to help them stop any dangerous, damaging or disruptive behaviour.

However, if de-escalation is not effective then trained staff might, in extreme situations, use the approved holds to help a child calm their behaviour and prevent injury or damage to themselves, others or school property. These holds are specifically designed to support the child and to reassure them as they calm down.

If a physical hold is used to calm a child during a behaviour incident, it will be recorded by the school.

In all circumstances, other methods should be used if appropriate or effective; positive handling should be a last resort.

Alternative Strategies

- clearly repeating an instruction until the pupil complies
- withdrawal of attention (audience), e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the use of other sanctions consistent with the school's policy on behaviour for learning.

If, as a last resort, positive handling becomes necessary:

DO	DO NOT
<ul style="list-style-type: none"> • Tell the pupil what you are doing and why • Use the minimum force necessary • Involve another member of staff if possible • Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition) • Use simple and clear language • Hold limbs above a major joint if possible e.g. above the elbow • Relax your restraint in response to the pupil's compliance • Tell SLT once the incident has ended- this should be logged on My Concern with the support of a member of SLT 	<ul style="list-style-type: none"> • Act in temper (involve another staff member if you fear loss of control) • Involve yourself in a prolonged verbal exchange with the pupil • Attempt to reason with the pupil • Involve other pupils in the restraint • Touch or hold the pupil in sexual areas • Twist or force limbs back against a joint • Bend fingers or pull hair • Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck • Slap, punch, kick or trip up the pupil

8 Behaviour outside of school premises

Our school behaviour policy applies to the behaviour of children outside of school.

This includes (but is not limited to):

- Travel to and from school
- Behaviour on trips
- Comments on social media

We will use our curriculum to help children understand how they can show their own personal values of good behaviour at different times. We will also ensure that they know what to do if someone's behaviour outside of school concerns them.

We encourage parents to share any concerns about behaviour incidents outside of school, and we will support children in restoring relationships.

9 Zero-tolerance approach to racism and homophobia

A racist incident is any incident that is prejudice, discrimination or antagonism directed against someone in regards to their race. Racial harassment will not be tolerated.

Homophobia encompasses a range of negative attitudes and feelings toward homosexuality or people who are identified or perceived as being lesbian, gay, bisexual or transgender (LGBT).

Our response will be proportionate, considered, supportive, decided on a case-by-case basis and follows this approach:

- **Recognition** – is this a racist or homophobic incident? What was the context? Who was involved? Were there any witnesses?
- **Appropriate intervention** – consider the appropriate intervention which will depend on each individual situation. Response may include a restorative conversations, class response e.g. circle time or a sanction.
- **Supporting the victim** – do they need medical help or someone to talk to? Victims are given the opportunity to discuss the incident either one to one or within a group. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- **Challenging the perpetrator** – do they understand why it was wrong? How can they be persuaded?
- **Resolving the incident** – is an apology needed? Does there need to be a follow-up action or activity?
- **Reporting the incident** – Racist and Homophobic incidents are recorded on My Concern. The parents should be informed.

10 Zero-tolerance approach to sexual harassment and sexual violence

Our school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

We have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

If an incident of sexual harassment or sexual violence is reported then we will determine whether to:

- Manage the incident internally
- Refer to FASS
- Refer to children's social care
- Report to the police

We will seek advice from other agencies to support is in making our decision.

Please refer to our child protection and safeguarding policy for more information which can be found on our school website.

11 Searching pupils and confiscating items

The school has the authority to search pupils or their bags for items which are deemed not suitable for school or if there is a suspicion that something has been taken e.g. phone, iPad, item belonging to another child. If such an item is found, this will be confiscated and parents will be contacted to discuss what the next steps will be in terms of returning the item.

Any search will be conducted in line with DFE guidance on searching pupils which can be found [here](#).

12 School exclusions

In very rare circumstances, the school may have to consider a fixed term or permanent exclusion from education. The school's **Exclusions Procedure** document explains our process for managing fixed term and permanent exclusions.

13 Training

All staff are inducted on our behaviour management principles and policy as part of their full induction when they start our school. This is repeated every two years, in September, as part of our re-induction process.

Staff who may need to use physical restraint are trained via LEAFE Approach training. A log of this is presented termly in the Learning: Resources report to governors.

14 Monitoring

Leaders across the school monitor behaviour informally every day and formally through learning walks. Governors work with leaders to review behaviour across the school using a range of evidence including

visits, parent views and pupil voice. This policy will be reviewed by the Executive Headteacher every three years.

The written statement of behaviour principles will be reviewed every two years as part of the policy review.

15 Response to malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

16 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:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools



Behaviour meeting

Name:
Year group/ class:
Date of meeting:
Reason for the meeting:
Targets for behaviour:
Support:
Review meeting date:

Review:
Signed by
Member of staff:
Parent:
Child: