



Behaviour for Learning Policy

Date	Review	Responsible	Named Governor
May 2022	May 2024	Headteacher	Dianne Webster

Mission Statement

Our school is a place where everyone is treated fairly, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. As a trauma informed and attachment aware school we are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and safe environment.

AIMS

- To promote self-awareness and regard for others
- To prevent all forms of bullying among children
- To ensure children's standard of behaviour is positive and enables effective learning to take place
- To promote good behaviour within the school and the wider community

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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.

We believe that we promote good behaviour by creating a happy, safe, comfortable, inclusive and caring school environment where everyone feels valued, heard, respected, secure and free

from all forms of anti-social behaviour, bullying and harassment. We actively encourage our pupils to share their views and contribute to the continuous improvements of our school.

We consider that behaviours which challenge always happen for a reason and are underpinned by something else. The behaviour may be the only way a pupil can communicate at that particular time - it can arise for different reasons which are personal to the individual. We incorporate a holistic approach to ensure we are reflecting and planning for the needs of all our pupils, some with complex needs.

We are committed to ensuring equality for our pupils and adhere to the guidance of the Equality Act 2010.

We encourage pupils to achieve in a learning environment where self-regulation of behaviour is promoted, and pupils are taught the skills to achieve this. We believe it is important to teach about the way the brain works, and why our behaviour is determined by this. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment, where the adults in the school are curious, regulated, emotionally available and able to listen and advise without being judgemental.

Our approach to behaviour incorporates three key ideas of the relationship-based approach to inclusion:

1. **Unmet Need:** Behaviour communicates an unmet need. Therefore, to change behaviour, we must respond to what is underpinning the behaviour.
2. **Individual Influences:** Children's behaviour cannot be fully understood in isolation, without considering their individual influences.
3. **Relationship-based, restorative approaches** offer an evidence-based alternative to zero-tolerance behaviour management systems.

Aims of this policy

We aim to;

- Provide an inclusive, safe and positive environment in which pupils can learn;
- Ensure all pupils develop personal confidence and have a voice that will be listened to;
- Ensure pupils develop personal resilience and understanding that difficulties can be overcome with the right solutions;
- Support pupils to develop skills in emotional self-regulation;
- Understand that often behaviour can be a form of communication which indicates an underlying need or difficulty. In responding to the behaviour of pupils we aim to identify these needs so that appropriate provision can be planned and pupils can be equipped with the skills necessary to develop behaviour for learning;
- Link behaviour and emotional states to readiness for learning and ensure that pupils understand this link and can self-regulate;

- Engage pupils in a consistent dialogue from all members of staff with regards to behaviour;
- Provide individualised approaches to behaviour if and when required by pupils with more complex needs;
- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, and for belongings and the school environment

Our School Community will:

- Apply the guidance contained in this policy;
- Engage pupils in discussions about behaviour using emotional self-regulation and social cognition approaches where appropriate;
- Report significant incidents to the senior leadership team and record them on MyConcern;
- Take responsibility for responding to the behaviour of pupils and take appropriate action;
- Promote positive behaviour through being good role models for others;
- Tackle any form of bullying in line with our anti-bullying child protection policies;
- Actively promote an inclusive ethos throughout school;
- Seek support, if unsure, from other members of staff
- Adopt child-centred approaches by listening to pupils and considering their perspectives. These will include awareness of attachment and trauma centred approaches

Management of classroom behaviour

We encourage our class staff to reflect on what may be the underlying issues that drive or trigger behaviours in pupils, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way. We recognise this can be very difficult and Senior Leaders / FSW are available to support. Any specific arrangements for individual pupils will be agreed in collaboration with the FSW and SLT.

Occasionally, the behaviour of children may escalate and become unsafe within a classroom. Children with this level of behaviour will require the involvement of the FSW and SENDCO who will coordinate an individualised response to behaviour through a risk assessment and SEND support plan. Persistent or severely unsafe behaviour may lead to implementation of exclusion procedures.

Specific guidelines to managing sexualised behaviour and child on child abuse within our approach to behaviour and in line with KCSIE can be found in Appendix A.

Roles and Responsibilities of staff

- Maintain clear and consistent boundaries with all children. Some children will require individualised approaches due to underlying additional needs and these will be determined in discussion with FSW / Senior Leadership;
- Be a role model for positive communication, care, connection and confidence.
- Actively build trust and rapport. Adults should listen respectfully to the pupil and make a judgement about how/when to respond.
- Maintain a calm and purposeful learning environment;
- Take responsibility for the behaviour of all pupils around school and deal appropriately with any incidents that occur;
- Monitor the behaviour of all pupils in class and report any significant incidents or concerns using MyConcern via the safeguarding procedures in place;
- Monitor the impact of additional intervention and outside agency involvement on pupils in class and how it affects their readiness to learn;
- Use the language of emotional self-regulation [including the hand/brain model] to discuss behaviour for learning with children, encouraging pupils to reflect on how they can learn successfully and the support they need to do so;
- Ensure rewards are distributed regularly and inclusively by electing children for recognition in whole-class celebration assembly, including the use of Dojos.
- Where pupils have a significant level of social, emotional or mental health needs, staff will adhere to the guidance of any risk assessments or outside agency advice that is collated and shared by the FSW / SENDCO
- Staff should seek advice from Senior Leaders at the earliest opportunity if lack of engagement with learning becomes a concern and further action may be required
- Maintain clear and consistent boundaries with all children.
- Some children will require Individual behaviour plans. These will be discussed with all staff. ONE adult [the TA supporting the pupil] will be responsible for the rewards and sanctions of the pupil with an Individual Behaviour Plan. These may involve the Headteacher. They will also be the adult responsible for what can / cannot happen at break and lunch-times. These will be shared with staff as part of the plan. The whole school behaviour plan will still be followed with these pupils if they do not respond to the strategies set out in their individual plan.

The role of Senior Leaders

- To monitor the impact of this policy and review when required;
- Report on the effectiveness of this policy to Governors;
- Ensure staff access appropriate training and/or coaching regularly;

- Regularly discuss behaviour as part of the weekly safeguarding review meetings;
- Monitor any behaviour which may be causing concern across the school and take appropriate action to ensure that any impact on learning is minimised;
- Engage with families through person centred planning approaches whereby the needs of the child are placed at the centre of all decisions made;
- The FSW / SENDCO will coordinate any outside agency involvement which may be appropriate in meeting additional needs;
- Monitor pupil responses to this policy through the recording of significant incidents and analyse the impact on different groups of pupils to ensure that no specific group is unduly disadvantaged
- The Headteacher must be made aware of all meetings / conversations with parents / carers regarding behaviour beforehand. These conversations should then be logged on MyConcern.

Role of Governing Body

- Delegating powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- Ensuring a high standard of provision throughout school;
- Scrutinising data presenting to the governing body regarding behaviour and safeguarding;
- Ensuring the school policies and practices comply with the SEN code of practice;
- Ensure that the school complies with all equalities legislation;
- Ensure funding is in place to support this policy;
- Ensure that this policy and all policies are maintained and updated regularly;
- Ensure all policies are made available to parents;
- Ensure that effective implementation, monitoring and evaluation of this policy takes place;

Rewards and Sanctions

There is a whole school strategy in place for rewarding the efforts and behaviour of pupils. Rewards are done through the use of Dojo's - a system of positive recognition of individual children or whole class's achievements in a wide range of areas [achievement, good behaviour, teamwork, resilience, kindness and positive mental attitudes], through mentions in assembly, certificates and informing parents.

We will also have a half-termly reward for children who have not gone past step 4 of our behaviour process. Staff will keep a record of each step of the process for each child so that this is completely transparent to the pupils. The planned reward will be shared with the children

at the beginning of each half-term and may include a games afternoon, film afternoon, visit from the ice cream van, outside play activities etc. Children who exceed step 4 of the behaviour process will not take part in this, but will work with the HT and FSW in school, sharing strategies for how to ensure that they receive the reward the next time. Each half-term will be a 'clean slate' and children will start again, along with the dojos.

Along with an adult in school, School Council will monitor children's personal achievements through Dojos and using the 'donut' tool they will look at percentages of positive recognitions. Rewards will be given according to achievement and improvement by school council. Dojos are then 'wiped' and started again e.g. at the beginning of each half term.

Staff members are committed to positive recognition for what pupils can do and for the individual steps each child makes towards their goals. This can be in the form of a positive comment, sharing work or recognition with another member of staff, a positive e-mail or phone call home or additional dojos.

We actively encourage staff to show children the right thing to do by maintaining boundaries and staff are expected to be firm, fair, calm and consistent in their approach and explaining the consequences of choice, both positive and negative.

Staff should use specific descriptive praise when we see them making a good choice and link consequences to the choices they make, to help them make the best choice. For example:

"I liked that you asked for a break when you needed it."

"I noticed you were being a good friend by helping Sam."

"Thank you for coming back to your work so quickly."

It is important that pupils are supported to understand that inappropriate behaviour has consequences.

Poor behaviour choices will be dealt with as follows:
<ol style="list-style-type: none">1. Verbal warning - no dojos lost2. Second verbal warning and loss of 2 dojos3. Loss of break [all or some - to be decided by teacher] followed by same-day contact with FSW / teacher.4. Loss of lunch social time to be followed by one to one with FSW. Logged on MyConcern by class teacher. Phone call / contact with parent by teacher.5. Conversation with HT. Possible consequences explained to pupil. Internal exclusion for one day [break and lunch-time] Decision to involve Behaviour support, Ed Psych if necessary. Logged on MyConcern by HT. Phone call home by HT. - LOSS OF END OF HALF-TERM REWARD AT THIS POINT6. Phone call home by pupil and HT. Internal exclusion for 2 days. Logged on MyConcern by HT7. Fixed term exclusion [2 days] Logged on MyConcern by HT8. Fixed term exclusion [5 days] Logged on MyConcern by HT

The HT will decide the consequence of extreme behaviour [physical injury / bad language / consistent low level disruption] in discussion with the class teacher.

In cases where behaviour is extreme or escalates to the point where the safety of other children at play is compromised then parents may be asked to collect their child from school and take home during lunchtime for an agreed period of time. This will be considered a fixed-term exclusion and will be recorded against the pupil.

Staff at school are able to use 'reasonable force' to prevent injury, damage to property or disorder. Schools can use reasonable force to [for example]:

- Remove disruptive children from the classroom when they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or school trip / visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts [DfE Use of reasonable force advice July 2013].

This will always be a last resort. We will never use unnecessary force and we will never use force as a punishment. Serious incidents that necessitate the use of restraint will be shared with parents.

ALL cases of discriminatory language, child on child abuse or serious physical injury will be referred to the HT, who will decide on the course of action to be taken [See Appendices A and B].

School will work with parents to try and prevent this from happening, but in exceptional cases must protect the safety of other children during a time in the day where members of staff may be unavailable to deal with incidents and support lunchtime staff.

1. For extreme and / or consistently dangerous, unacceptable and unsafe behaviour a temporary or permanent exclusion may be actioned in line with legal requirements

Deliberate physical harm to another child will not be tolerated and will result in an immediate conversation with the HT and loss of playtime with time-out inside. Such behaviour will be logged on MyConcern and parents informed.

When discussing behaviours/reaction we refer to the health and safety and the impact the situation may have had on all involved or nearby. This discussion sometimes has to happen after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the child that their behaviour is inappropriate and that it will be spoken about later.

Every morning and afternoon there is a 15 minute regulation time timetabled into our day. During this time any issues that have arisen before school or during lunch-time can be discussed. Any more serious issues needing further discussion and / or pupil needing more time to calm due to dysregulation will be dealt with by a TA or FSW / HT. Other issues should be

resolved during this time, with the understanding that if it continues the next day, it should be shared with the same member of staff by the pupil to deal with.

- Teaching staff will avoid any actions which lead to unnecessary shaming or humiliation of the child.
- The specific needs of the child will be considered when deciding appropriate next steps for the child;

We recognise that a one size fits all approach is not appropriate for our pupils.

A physical interventions policy is in place to provide staff with the correct guidance with regards to the use of reasonable force. Members of staff are only expected to use reasonable force in exceptional circumstances where not to do so would place any pupil at risk of significant harm.

Other sanctions may include

- Cautionary advice
- Educational intervention
- Reporting to parents
- Reporting to the police
- Involvement of social care
- Enhanced supervision
- Restrictions on movements within the school
- Suspension
- Exclusion

Exclusions and alternative provisions

In exceptional circumstances, when the behaviour of individual pupils places others at risk of harm then exclusion procedures may be implemented, however, further action is always taken to ensure that plans are in place to meet the needs of these individual pupils.

Staff training

All staff have accessed training in trauma and attachment sensitive approaches. This equips them with the ability to discuss behaviour with individual children and find solutions that enable pupils to manage their own behaviour effectively and make good choices.

Whilst these approaches can be used by all members of staff, we recognise that individual children may require an individualised approach from staff. This is coordinated by the FSW / SENDCO and may require consultation with outside agencies or our Educational Psychologist. When outside agencies are involved and provide guidance or advice, this information is shared with key members of staff to ensure that appropriate provision is made for pupils in school.

Pupil support systems

We implement a wide range of support systems for pupils who are having difficulty in achieving successful behaviour for learning. Some of these include the following;

- Individual reward systems or tracking systems
- One to one support with the FSW, Mrs Hardcastle. This will include but is not limited to, sand and art therapy, teaching of neuroscience to best help the child to understand what is happening in the brain, big empathy drawings, and landscapes of the mind.
- Mindfulness
- Pet therapy
- Zones of regulation
- Peer support i.e. friendship circles, Well -being Warriors, designated buddies or play leaders
- Comic strip conversations and social stories
- Social behaviour mapping techniques
- Connection around the table
- Lunchtime club

Pupils are encouraged to talk thoroughly about significant incidents so that solutions can be found which prevent high emotional reactions. In doing so we aim to ensure that pupils maintain positive relationships and make good choices about how to deal with a range of situations.

In class, teaching and learning approaches maintain reflective strategies so that pupils developing an understanding of how they learn, when they are finding something challenging and what to do when this happens. We also use a Growth Mind-set approach throughout school, encouraging pupils to embrace mistakes as a learning opportunity which will support their development.

Managing Pupil Transitions

We understand that moving up to a different class or between schools can be a stressful time for children and we aim to ensure that the level of support required is provided to individual pupils. Because of our afternoon timetable most children are familiar with all the teaching staff in school and so transition is not an issue.

Pupils joining from the Infant Schools have transition activities planned in the summer term to familiarise them with the school and staff.

Pupils with SEND are provided with an appropriate number of additional sessions and support to develop their understanding such as visual transition booklets.

Relevant members of staff liaise with staff at secondary schools to ensure that information is shared effectively in order to plan the most appropriate provisions. For different pupils, transition packages may include visits to settings, transition planning meetings, attending EHC

reviews, TAF meetings and linking with SENCOS. We are happy to consider flexible arrangements to enable the most positive transitions for pupils.

Working with families

At Stonelaw Junior School we understand the importance of working together with families to ensure the best outcomes for our pupils. If the behaviour of individual pupils becomes a concern then we will meet with parents and/or carers at the earliest opportunity in order to plan effectively. If families require additional support, then we can offer this through the Schools Family Support Worker and / or Early Help Assessment Tool.

APPENDIX A: Managing child on child abuse

Child on child abuse can be defined as [but not limited to] :

- physical and sexual abuse.
- sexual harassment and violence [unwanted conduct of a sexual nature such as sexual comments, sexual jokes or taunting, up-skirting, physical behaviour like interfering with clothes or online harassment].
- emotional harm.
- on and offline bullying.
- teenage relationship abuse.

At Stonelow our ethos is based on a culture of respect, acceptance, and diversity. Any incidents of peer on peer abuse will not be tolerated. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis. The school will use the guidance set out by the Local Authority to deal with all allegations.

Curriculum

The school's RSHE and PSHE curriculum is focused on healthy relationships and teaching the values of respect, acceptance and diversity. All children will be educated through the school curriculum to understand these values (see PSHE/RSHE curriculum). Children will also be taught the importance of identifying and reporting harmful sexual behaviours.

Reporting

- All incidents of child on child abuse should be recorded on MyConcern by staff and reported immediately to the safeguarding team.
- Staff should be alert to any 'lower level' incidents of sexualised language/sexism. These incidents should be tackled through educating the child and reporting to the DSL.
- Children should understand that any incidents of child on child abuse should be reported to a member of staff immediately.
- The safeguarding team will review weekly any incidents of peer on peer abuse and identify and respond to any patterns.

Responding to incidents

All staff will be trained and will know how to report and respond to any incidents.

Incidents will be considered on a case-by-case basis, taking into account the age and developmental stage of the child who has been harmed and the child who has harmed.

The child who has been harmed and the child who has harmed will be given a safe space with at least two members of staff to explain the incident.

Significant incidents of sexualised behaviour will be assessed by the safeguarding team.

Following this assessment the team will decide on appropriate actions and sanctions. These must always take into account the views of the child who has been harmed and the child who has harmed and be proportionate. They may include:

- Cautionary advice
- Educational intervention
- Reporting to parents
- Reporting to the police
- Involvement of social care
- Enhanced supervision
- Restrictions on movements within the school
- Use of a Risk Assessment
- Suspension
- Exclusion

Support for the child who has been harmed

Support will be provided for the child who has been harmed in discussion with the child and parents/carers as appropriate. This may include:

- Therapy provided by the school or outside agencies
- Educational intervention
- Additional support from school staff for the child and parents/carers

Support for the child who has harmed

Support for the child who has harmed will be in discussion with the child, safeguarding team, SLT, parents/carers, police and social care as appropriate. This support may include:

- Therapy provided by the school or outside agencies
- Educational intervention
- Additional support from school staff for the child and parents/carers

APPENDIX B: Managing Discriminatory Language

Educating your pupils, staff and parents helps tackle all forms of discrimination, protective factors such as racism, sexism or ableism. Stopping these behaviours early can help to educate and prevent more serious forms of abuse and discrimination from taking root.

At Stonelaw we have due regard for:

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations in your community

Guiding principles when challenging behaviours

It is recognised that there's no "one size fits all" approach to these conversations. Staff and Leaders need to judge the most appropriate way to raise the topic, depending on the situation. These are the principles we will use when dealing with these behaviours

1. Don't let it go if you hear or see a pupil or a member of staff saying or doing something that feels sexist, racist or discriminatory in any way, respond to the situation there and then. By doing nothing, you're sending the signal that you're okay with what you've witnessed.
2. Be reasonable - Make sure your response to anything seen or heard is proportionate. If you have a zero-tolerance approach to even the most minor of comments, pupils are unlikely to be honest with you or feel they can talk to you about these issues. Explain why the behaviour is inappropriate and accept that a conversation may be all that's needed.
3. Handle incidents calmly - Depending on the severity of what you've witnessed, reacting immediately with anger or harsh discipline will likely cause the pupil to become aggressive and defensive in turn. If appropriate, turn the situation into a teachable moment. Explain why what was said or done was inappropriate and encourage a conversation rather than just handing out punishment. Stop the behaviour right away but pick up with an individual child have the conversation later when the child is calm and away from peers.
4. Be precise - Always explain exactly what was inappropriate, in as much detail as possible, so there's no room for doubt. For example, instead of saying "don't say words like that" or "don't swear" to a pupil, instead state exactly which word is inappropriate, always giving a reason why. Depending on the age of the pupil, you might want to say something like: "Do you know what [that word] means? [Explain in age-appropriate terms, if necessary] You might hear and use that word at home, but it can offend and hurt some people so we don't use it in school."

Reporting

- All incidents of discriminatory language should be recorded on MyConcern by staff and reported immediately to the safeguarding team.
- Staff should be alert to any 'lower level' incidents. These incidents should be tackled through educating the child and reporting to the DSL.
- The safeguarding team will review weekly any incidents of discriminatory language and identify and respond to any patterns.

Responding to incidents

- All staff will be trained in understanding and managing discriminatory behaviours. They will know how to report and respond to any incidents.
- Incidents will be considered on a case-by-case basis, considering the age and developmental stage of the child who has been affected and the child who has harmed.
- The child who has been harmed and the child who has harmed will be given a safe space to explain the incident.

Following this assessment the team will decide on appropriate actions and sanctions. These must always take into account the views of the child who has been harmed and the child who has harmed and be proportionate. They may include:

- Cautionary advice
- Educational intervention
- Reporting to parents
- Reporting to the police
- Involvement of social care
- Enhanced supervision
- Restrictions on movements within the school
- Suspension
- Exclusion

Support for the child who has been harmed

Support will be provided for the child who has been harmed in discussion with the child and parents/carers as appropriate. This may include:

- Therapy provided by the school or outside agencies
- Educational intervention
- Additional support from school staff for the child and parents/carers

Support for the child who has harmed

Support for the child who has harmed will be in discussion with the child, safeguarding team, SLT, parents/carers, police and social care as appropriate. This support may include:

- Therapy provided by the school or outside agencies
- Educational intervention
- Additional support from school staff for the child and parents/carers