High Rocks Federation

ASPIRATION INCLUSION COLLABORATION

LANGTON GREEN PRIMARY SCHOOL

Behaviour For Learning Policy

This is a policy specific to Langton Green Primary School within the High Rocks Federation.

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This policy complies with Section 89 of the Education & Inspections Act 2006. refer to use of force guidance from Use of Reasonable Force July 2013 DfE.

1. Introduction and Rationale

Behaviour is the way we act or respond to people and situations. We all have a choice about how to behave. At Langton Green we behave in a respectful, polite and friendly manner to all our stakeholders: children, staff, governors and parents.

Like a family, our school community strives to maintain these high standards by having clear strategies, rewards, sanctions and support systems in place. We wish to ensure a happy and caring community, which encourages respect for others' feelings, beliefs and possessions within a stable and caring environment.

We expect our school to be filled with a friendly, polite atmosphere created by the high standards of our pupils, whether it be a friendly 'good morning'; holding a door open; or the respectful, purposeful learning 'buzz' coming from class.

Our children are responsible for their own behaviour. This principle of independence and self-regulation is embedded from Reception to Year 6. As a team, we encourage, promote, model and teach children how to regulate and respond appropriately to different and sometimes difficult situations through:

- Whole school/ Key Phase assemblies
- Personal, Social, Citizenship and Health Education (PSCHE) curriculum
- Quality Circle time in class
- Power of 5 – a strategy to deal with situations on the playground (see appendix 1)
- 1:1 talk time
- Group talk time
- Regular parent contact

2. Legal Requirements

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 the authority to confiscate pupils' property

3. Aims

This policy aims to:

- create together a learning community for children and adults that is high in expectation and challenge and grounded in first-hand experience, a community that is self-evaluating and continually striving for improvement
- ensure that all adults and children in our school are respected and respect others, their cultures, their differences and their opinions.
- encourage in our children a sense of care and tolerance and the courage to take responsibility for their own actions.
- secure a commitment to excellent behaviour with the support of the parents.
- engage the whole school community in providing a powerful learning environment, rich in creativity and innovation, where we celebrate the achievements of all.
- work with families and members of the local community to create strong links and to place our school at its heart.

4. Purpose of the Policy

To enable pupils:

- To develop responsibility for their own behaviour
- To develop respect for others
- To encourage and foster positive attitudes
- To develop a co-operative approach
- To develop an understanding of the need for responsible behaviour (safety, thoughtfulness etc.)
- To develop an effective range of strategies for dealing with problems.
- To encourage adults:

- To model high standards of behaviour consistently
- To encourage and support children to develop in the ways above
- To follow an agreed format of rewards and sanctions consistently
- To support each other with the agreed format
- To provide children with a consistent framework of expectations in their whole career at our school
- To ensure that opportunities and/or training are given to the children so that they can become more responsible for their own behaviour e.g. Circle Time, Social Communication Groups, Power of 5 and playground co-ordinators.

5. Positive Behaviour Management Strategies

The following strategies have been developed to use in class and around the school to promote an excellent standard of behaviour and to ensure a *consistent approach* across the school:

1. Classes are well ventilated, clearly laid out and equipment is clearly labelled.
2. All classes have their own code of conduct which are put together by the class and teachers.
3. Displays are not cluttered, but purposefully support a positive attitude to learning.
4. Positive feedback is planned for and given regularly– acknowledge, approve, affirm.
5. Positive correction is given. e.g. 'Walking thank you.' rather than 'Don't run!'
6. Using 'thank you' when giving instructions, rather than 'please'.
7. Non-verbal cues – 'look', finger on lips, hand gestures, Communicate In Print
8. Give children take up time to respond.
9. Respond to the behaviour rather than be personal.
10. Tactically ignore.
11. Use distraction techniques.
12. Give clear choices – 'You can either… or… '
13. Discuss the situation afterwards and reflect on choices made.

6. Playground Behaviour and Supervision Strategies

Playtime and lunch is an unstructured time for children to manage their own behaviour and can be challenging for some. The following roles have been designated to supervisors at lunch and play time:

1. Staff to initiate play using bank of ideas generated during CPD sessions.
2. Staff to supervise particular groups/ individual children depending on circumstance.
3. General supervision.
4. First Aid
5. Supervision of a quiet space for children to go.

General supervision guidelines

- Position yourself so that you can see the maximum area possible.
- Move around to ensure best view of the area and avoid standing with backs to children.
- Scan groups/individuals so that you can anticipate the changes in play/detect escalation in negative behaviour.
- Engage with the children, initiate games etc.
- Be outside on time so there is no problem with the transition between inside and outside.

Midday Supervisors and other staff will reward examples of positive behaviour at playtimes by with house points. All staff have been trained in strategies that can be used to support children during playtimes.

Teachers are encouraged to create individual class codes collaboratively with the pupils at the start of the academic year.

7. Managing Pupil Behaviour

At Langton Green Primary School we expect that quality-first behaviour management strategies and a nurturing approach to building positive and professional relationships with children are the best ways to ensure that pupils are ready to learn and abiding by our school core values.

Our understanding of quality-first behaviour management is grounded in the work of Nurture UK and Paul Dix, and two key messages:

- *"All behaviour is communication" (one of Nurture UK's Six Principles of Nurture)*
- *"Visible consistency with visible kindness allows exceptional behaviour to flourish" – (Paul Dix, When The Adults Change, Everything Changes)*

When pupils are successful, we celebrate their efforts and achievements individually and publicly with specific and meaningful praise. When pupils are experiencing dysregulated behaviour, we have a range of strategies in place to understand their needs and modify their behaviour.

Quality First Behaviour Management

- *Our classroom values and rules are co-constructed with the pupils at the start of the year, in line with the school values. This is most effective when framed as a contract that everyone, including the adults, agrees to abide by. The process itself will be adapted to each teacher and the age/maturity of the class that they teach, but the principle should be the same.*
- *Adults offer genuine and meaningful praise and positivity primarily aimed at effort and progress. In classrooms with quality-first behaviour management strategies, the adults are clear and precise, avoiding generic, non-specific praise. For example, instead of saying "good girl", the adults might say "thank you for showing me you are listening closely."*
- *Learning is challenging but appropriately scaffolded where needed. Pupils who are switched off by the learning are more likely to be dysregulated in the classroom – this can apply when a pupil finds the learning too difficult and is not adequately supported, but can also occur when a pupil finds the learning under-stimulating and not challenging enough.*
- *Classes with quality first behaviour management have clear routines and expectations, particularly during pinch points such as transitional times. General reminders are given to the whole class about these routines, usually through references to class contract and by praising those following the expectations rather than negative feedback to those who are not.*
- *Non-verbal signals and picture prompts are used to support some individuals with the classroom expectations. When a verbal warning for an individual is needed, it is as discrete, specific and kind as possible.*

Celebrating Success

There are three principal ways in which we reward our pupils for good behaviour for learning within the classroom.

a. House points
b. Recognition boards
c. Class rewards

In addition to this, there are several other ways that a teacher might celebrate an individual's success with others outside of the classroom.

Details of all of these strategies are shown below.

a. House Points

There are 3 House Teams in the school. Each has been assigned a colour:

Caernarvon	-	Red
Windsor	-	Green
Buckingham	-	Blue

Each child from Reception to Year 6 is placed into one of these house teams for the duration of their school career. Children can earn house points for a variety of reasons, both in class and around the school. These can be given by all staff.

In **Key Stages 1 & 2**, children keep an individual tally of their house points, which go towards a certificate:

	**Bronze** 100 points		**Gold** 350 points
	**Silver** 200 points		**Platinum** 500 points

At the end of the end of the week, points are totalled by Year 6 House Captains and the running total is recorded on a display in the school hall. The Junior Leadership team choose rewards for the school house who collect the most house points each term.

During the school sports day, children help collect points for their house as well. The school house who win the most house points during sports day win the Sports Day Cup. After sports day, the house points attained over the entire year are totalled and the team who have earned the most points win the House Cup.

b. Recognition Boards

"A recognition board is the simplest way to shift the culture in your classroom. It doesn't prevent you from dealing robustly with poor behaviour; it just means that you will be dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that do want does."
(Paul Dix, When The Adults Change, Everything Changes, 2017, p.24)

Recognition boards are used to celebrate the children's efforts to work towards a common behaviour goal. Teachers should set and select a behaviour that the whole class is aiming to achieve for a set period of time. The teacher's role is to discover this behaviour wherever they can and celebrate it.

"It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically." (Paul Dix, When The Adults Change, Everything Changes, 2017, p.25)

The core values of the Recognition boards are:

1. Good behaviour is celebrated. Dysregulation is dealt with discretely.
2. We actively aim for everyone to be on the recognition board.
3. There is no extrinsic reward associated with the recognition.
4. No-one can lose the recognition they have earned, even if they make different choices later on.

c. Class Rewards

During the composition of the "class contract" and the agreement of the classroom rules at the start of the year, each class is also invited to co-construct a class reward system with the teacher. This is a method of collaboratively working together to be the best that they can be and living up to the school values and classroom rules. The teacher might award "points" for the class collaborating well, treating one another kindly or behaving respectfully during special events and visits, among other things. The system can operate at the teacher's discretion, as long as it is a group strategy, not individual.

The class rewards may build towards a group reward – but it should be over an extended period of time (e.g. a half term).

d. Further celebrations of success

There are other strategies that might be used to celebrate children's success in the classroom and around the school. These include:

- Verbal praise and smiles
- "Celebration assembly" certificates which are used to further celebrate pupils living by own school values
- Written praise in books
- Written/phone call praise to parents
- Stickers– can be used to prompt a positive conversation between pupils and parents at the end of the school day
- Sharing successes with SLT or Head teacher
- Special responsibilities given

Pupils with special educational needs may have more bespoke ways to help them review and reflect on their behaviour. Specialist strategies used for these individuals would be discussed and agreed with the school SENCo.

Responding To Pupil Dysregulation

Sometimes children will find it challenging to follow our school expectations. Staff try to pre-empt possible triggers and provide lots of opportunities for emotional check-ins using the Zones of Regulation. Most day-to-day behaviour issues are responded to through the implementation of the quality first behaviour management strategies described above, and through the nurturing relationships built between staff and pupils.

Clear communication with parents is vital when responding to dysregulation, as is detailed record-keeping so that patterns and common triggers can be identified. It is also useful to have good records of pupil behaviour in order to better inform a response should it continue.

All of these strategies are summarised in the poster shown in Appendix 2, which is distributed around the school for the information of staff and visitors.

a. Minor or infrequent dysregulation

All members of our school community have the right to be treated with respect. This includes pupils who are dysregulated. Therefore, behaviour management is dealt with as discretely as possible and we prohibit staff from using any form of public shaming to correct pupil behaviour.

Instead, staff are expected to understand the behaviour before supporting children to reflect and self-correct. Drivers for dysregulated behaviour can include:

Safety/ Trust/ Hunger/ Stress/ Fatigue/ Trauma/ Masking/ Control/ Communication/ Self-worth

Once staff have understood the communication underlying the behaviour, they can work with the child to decide a more appropriate manner of communicating and any consequences or restorative work necessitated by their actions.

All sanctions will be carried out with due consideration to the child's particular needs and every child will be treated fairly. The sanctions for dysregulated behaviour should be decided on a case-by-case basis.

b. Disruptive dysregulation

If a pupil is seriously dysregulated and "in the red zone", the priority of the staff should be to calm the situation and keep all pupils safe. The process in this situation should be: Distract → De-escalate → Resolve & repair.

Distract	*De-escalate*	*Resolve & repair*
If a pupil is in "the red zone" moving their focus to something different can quickly reduce the risk of further disruption. *For example, staff might "find" an item of playground equipment to play with, or something to look at in a flowerbed.* *This diverts the child's attention, and allows them to move on from the situation without feeling like they have to immediately lose face or accept the demands of the adult.*	*It is important to remind the child that the adults are there to help and that we want them to be safe and happy, and everyone else.* *Positive affirmations such as "I just want to know you are safe" or "I want to help you" demonstrate to the child that you are there to support, not chastise them.* *Avoid large demands, which can enflame the situation again, but try to get the child to move to a space or engage in a task of your choosing. You might offer choices to the pupil to select from.*	*Only when a pupil is in an appropriate state of mind will it be worthwhile to reflect on the situation that has occurred. It may take a few minutes or even a few hours before it is possible, but this is vital so that pupils have the opportunity to learn from the situation and to make amends. Pupils should know that this will always happen with clear consistency.* *This delayed resolution does not detract from the work, in fact it makes it more powerful because it is timed carefully to ensure that it has maximum impact.*

(Staff are encouraged to avoid the urge to closely follow a child in the red zone if they feel the need to move around the school site. Instead, the adults will watch from a distance to ensure their safety while attempting distraction and de-escalation techniques.)

After a serious incident of dysregulation, staff should reflect on the situation and identify the support that they can put in place to avoid repetition. The response strategy may include (but is not limited to):

- Additional supervision
- Time away from a similar situation or certain triggers
- Extra circle time and/or PSHE lessons
- Access specialised support through the well-being team/SENCo/FLO/DSL
- Parents and the senior leadership team should be notified
- Restorative work to repair relationships
- 1:1 educative work (depending on the nature of the behaviour)
- A review of the Zones of Regulation in the classroom

Immediate time-outs can be given for an extreme infringement of the class or playground rules. This could include swearing, being physically or verbally aggressive towards another child or member of staff, or persistent refusal to listen to the instruction given.

Only members of staff with positive handling training should attempt to physically restrain a dysregulated pupil. More information can be found in the school's Positive Handling policy.

8. Exclusions

On the rare occasion where the Head teacher has deemed it appropriate that a child needs to be excluded, the school will consult the KCC Exclusion Guidelines.

There are three types of exclusion that a school may use:

Permanent exclusion– The pupil will not return to the school.

Fixed term suspension – This is a temporary exclusion which can be between 0.5 and 45 school days in length. No pupil may be excluded for more than a total of 45 school days in any one academic year.

Lunchtime - Fixed-term exclusion where the pupil is excluded from the school premises for one or more lunchtimes.

INFORMAL or UNOFFICIAL exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

9. Pupils with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. In some cases, it may be necessary to make reasonable adjustments to behaviour policies and procedures and adapt our approach to challenging behaviour to cater to the needs of the pupil.

10. Behaviour Management of pupils not on the school site

The document, *'Behaviour and Discipline in Schools: Advice to Headteachers and school staff'* (September 2022) states the following:

"Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable."

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
    i. taking part in any school-organised or school-related activity or
    ii. travelling to or from school or
    iii. wearing school uniform or
    iv. in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
    i. could have repercussions for the orderly running of the school or
    ii. poses a threat to another pupil or member of the public or
    iii. could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

11. Parents and Other Helpers in School

Parents are given training and guidance with regards to working with children. Please see Parental Guidance document.

12. Other policies

This policy should be read alongside the following policies:

- SEN Information Report and Policy
- Child Protection and Safeguarding Policy
- Equality Scheme
- Anti-Bullying Policy

Appendix 1: The Power of Five

THE POWER OF FIVE

Resolving Playground Problems

IGNORE

Do not respond to the person who is causing a problem. They may stop if they realise that you are not going to get upset.

SPEAK NICELY

Politely tell the person that you would like them stop. Be specific about what you would like them to do differently.

SPEAK FIRMLY

Remain polite, but firmly tell the other person to stop. Tell them that you don't like their actions.

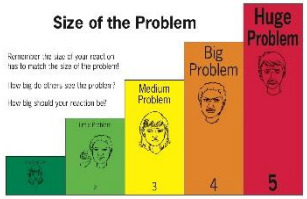
WALK AWAY

Physically move away from the person causing you a problem. Go to a different part of the playground or play with a different group of friends.

REPORT

Tell a grown-up who can help you with the problem. Remember to do this BEFORE you react negatively.





Remember to work out the size of the problem and manage your reaction.
For bigger problems, move through the steps more quickly.

Appendix 2: Levels of support for behavioural needs.

LANGTON GREEN PRIMARY SCHOOL

"ALL BEHAVIOUR IS COMMUNICATION" – NURTURE UK





CELEBRATING SUCCESS

Exemplary behaviour, effort and attainment is recognised and celebrated within the classroom on a daily basis through:

House points

Recognition boards

Whole class rewards

And outside of the classsroom through: Assembly certificates

Ad hoc visits to SLT and other classrooms

Sharing positive feedback with parents.



QUALITY-FIRST BEHAVIOUR MANAGEMENT

Our classroom values and rules are co-constructed.

Adults offer genuine and meaningful praise and positivity.

Learning is challenging but appropriately scaffolded where needed.

General reminders to whole class. References to class contract.

Non-verbal signals and picture prompts are used to support some individuals.

Individual verbal warnings are discrete, specific and kind.



MINOR OR INFREQUENT DYSREGULATION

Regular Zones of Regulation check-ins are used to ensure pupils' basic needs are met, including their sensory needs.

Adults recognise the signs of dysregulation and pre-empt.

What is underlying the behaviour?

Safety/ Trust/ Hunger/ Stress/ Fatigue/ Trauma/ Masking/ Control/ Communication/ Self-worth

We communicate openly with parents about a child's behavioural needs.



DISRUPTIVE DYSREGULATION

Response strategy: Distract → De-escalate → Resolve & repair

Reponse might include:

Additional supervision

Time away from a similar situation to avoid repetition

Extra circle time and/or PSHE lessons

Access specialised support through the well-being team/SENCo/FLO/DSL

Parents and the senior leadership team should be notified.

"I am being the best I can be" — "I am ready to learn" — "I need help to settle" — "I need something more…"

"VISIBLE CONSISTENCY WITH VISIBLE KINDNESS ALLOWS EXCEPTIONAL BEHAVIOUR TO FLOURISH" – PAUL DIX

Appendix 3: Governors' Written Statement of Behaviour Principles

Behaviour Principles of Langton Green Primary School

Governors' Written Statement

Love for learning.
Aspire to be the very best we can be.
Respectful to others.
Kind to everybody.

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The wellbeing of pupils and staff is a priority at this school. Respect and empathy underpin the school's approach, with targeted pastoral support. The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour is reviewed and approved annually by the full governing body, and the school monitored in this regard.