Great Linford Primary School

ASPIRE - ACHIEVE - THRIVE - ENJOY

Positive Behaviour for Learning Policy

Date of Approval:	January 2024
Date of Next Review:	July 2025
Signed: Executive Headteacher	M Talbot
Signed: Chair of Governors	M Hall

1. Introduction

Our *Positive Behaviour for Learning Policy* ensures that within a framework of expectations - our values and our rules - we guide, encourage and teach pupils to make positive behaviour choices which in turn, allows teachers to teach without disruption and pupils to learn without interference. The term 'behaviour for learning' reflects the key principle that the priority of a teacher is to promote learning, and behaviour management should contribute to the development of learning behaviours such as: engagement, collaboration, participation, communication, motivation, independent activity, responsiveness, self-regard, self-esteem and responsibility.

2. Aims

Our policy aims to:
- Create calm and consistent working environments where everybody feels happy, safe and secure.
- Enable children to take responsibility for the choices they make and the consequences of these choices
- Develop children's emotional intelligence and self-regulating behaviour, to help them manage their own feelings and actions and understand those of others.
- Promote good relationships and positive behaviours so that people can learn together, with the common purpose of allowing everyone to succeed.
- Ensure consistent language is used by staff when addressing behaviour
- Create a culture of praise, where positive behaviour is recognised and celebrated
- Support and educate children to make the right choices rather than focus on punishing them

3. Behaviour for learning

Behaviour for learning is an approach to understanding and developing children and young people's behaviour that focuses on the following three relationships experienced by a pupil:

- Their relationship with their self – this refers to the emotional aspects of learning and can be summarised as referring to the learner's emotional health and wellbeing.
- Their relationship with others – this refers to the social aspects of learning. This relationship can be thought of as representing the interpersonal or social skills necessary for learning in a school environment.
- Their relationship with the curriculum – this refers to the cognitive or curricular aspects of learning. It encompasses, but is not limited to, factors such as the learner's ability to tackle the task, how they organise themselves and their learning and their motivation for the task.

We believe that all behaviour is a means of communication and that a child's behaviour is a way of telling us about the strength and quality of these relationships. A relationship may be positive or negative, it can break down and it can be repaired. Poor behaviour choices tell us that something with one of these relationships needs addressing. Positive relationships are at the heart of all learning and to promote readiness for learning, all of these relationships must be developed and supported holistically.

4. Our School Values

Values are principles that drive behaviour. They influence our actions, attitudes, our relationships with ourselves and others and become our framework for living. A tree has always been our logo and represented Great Linford Primary School. We have used the tree as an image to represent our Great Linford community and one is displayed in every classroom. Its roots show our school values which underpin our ethos. They represent our belief that these values are our anchors which ground us and without them our school community, represented by the leaves, would be unable to grow and flourish.
Our values spell out the acronym ROOTS and are as follows:
- **Respect all** people, animals and our environment
- **Overcome challenges** and never give up

- **Open our minds** to creativity and curiosity
- **Take care** of our bodies and minds to grow healthily
- **Speak kindly** and listen to others

Values are learned through a combination of practice and instruction. Pupils learn what values are, how to recognise them and how people react to them, equipping them with invaluable social skills and emotional intelligence. All members of our school community are expected to model these values.

5. Our School Rules

Our school rules outline our behaviour expectations, reducing the option for inappropriate behaviour. They are a consistent framework for our children to follow, guiding them to make positive behaviour choices. By showing our values, children are able to follow our rules. Our simple school rules are:

- Ready
- Responsible
- Safe

Our rules are displayed in every room in the school, along with an explanation of what these look like in practice:

READY

Wear correct uniform.
- Follow the school expectations.

Remain seated where you are asked to sit.
- Sit still and only leave your seat when you have permission.

Listen to anyone who is talking.
- Show good eye contact and wait your turn to speak.

Have a positive attitude.
- Try your best and don't give up.

RESPONSIBLE

Be honest.
- You are responsible for your actions so always tell the truth.

Have a go yourself.
- You are responsible for your effort in learning so always try.

Look after equipment and the school environment.
- You are responsible for your learning environment so keep it tidy and clean.

Use good manners.
- You are responsible for how you speak to others so think before you speak.

SAFE

Show our Wonderful Walking.
- Move silently in single file.

Make sure an adult always knows where you are.
- Ask for permission if you need to leave the classroom.

Follow adult instructions.
- Respond straight away.

Keep yourself and others safe.
- Behave in a considerate and appropriate way.

Reasonable adjustments are made as required for pupils with SEND.

6. Our values tree

Each classroom has a values tree displayed. There are 5 roots, one to represent each of our school ROOTS values. Each child in the class has their name written on a leaf on the tree. Beside the tree is a large amber leaf and a large red leaf which are used as part of our behaviour management system. Flying above our values tree is our golden Aspire bird, representing an aspiration to go above and beyond as a member of our community: whether academically, socially or any other way relating to our ROOTS. These form one part of our rewards system.

7. Recognising the good, especially the always good

Our aim is to create a culture of positivity and praise and verbal recognition should be used liberally to make this happen. When we recognise the good, we use our rules and our ROOTS as a framework of language in order to reinforce our expectations to all

> E.g. Well done NAME, you are showing ready behaviour
>
> I can see NAME is really focused, well done for showing responsible behaviour
> Thank you for being honest NAME, you have shown responsible behaviour
> I can see Wonderful Walking Year 4, thank you
> Well done NAME, you persevered and didn't give up, you've really shown our overcoming challenges ROOT
> That's really kind NAME, you're really showing our ROOTS today

House points should be given generously as part of our culture of positivity alongside verbal recognition. All of the examples above would have resulted in the child being awarded a house point.

8. Rewards

House Points
- ✓ Collected on Class Dojo for following our ROOTS and Rules.
- ✓ Each house collects these across the whole year.

Golden Aspire Bird
- ✓ Going Above and Beyond in a lesson linked to the ROOTS.
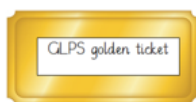- ✓ Two house points on Class Dojo and a golden sticker.

Aspire Winner
- ✓ Going Above and Beyond in a week.
- ✓ Presented a certificate in assembly and attends Aspire Tea.

Wonderful Work

✓ Wonderfully presented work in books.
✓ Teacher stamps work, a postcard home and photo framed.

Reading Golden Tickets

✓ Reading five times in a week earns a golden ticket.
✓ Each term, a child is drawn from KS2 and EYFS/KS1.

Amazing Attendance

✓ Children attending 96%+ in a term enter a prize draw.
✓ Each term, a child is drawn from KS2 and EYFS/KS1.

Golden ROOTS Award

✓ Outstanding examples of our ROOTS in a term.
✓ Parents are invited to a termly celebration assembly.

It is very acceptable for class teachers to create extra incentives and layers of behaviour management within their classroom to support in achieving positive behaviour for learning BUT these must all link to the ROOTS and rules House Points. We do not typically use additional break time as a reward or other activities that would take children out of their lesson time.

Reasonable adjustments are made as required for pupils with SEND. Children on the SEND register may need personalised rewards or frequent reward time incorporated into their provision to support their needs. These will be put into place under the agreement of the SENDCO and Head of School and will be documented on a positive behaviour support plan.

9. What you permit is what you promote.

Everyone is responsible for maintaining our high expectations for behaviour. The standard you walk past is the standard you accept. In other words, whenever any adult observes behaviour that does not follow our ROOTS and rules and they let it go without comment, the message they are sending to the child and those around them is that these behaviour choices are acceptable and allowed here. All adults must challenge inappropriate behaviour and not ignore it. If the child has a positive behaviour support plan in place, adults must approach this in accordance with the plan.

10. Our consistent response to inappropriate behaviour

- **We reference the rule or ROOTS value that isn't being followed and direct the child to the behaviour that we expect and need to see instead**.
  - NAME, you are not showing ready behaviour – I need you to stop talking and face the front – thank you. Remember our Respect ROOT.
  - NAME, remember we don't call out, show me ready behaviour and put your hand up when you want to speak next time- thank you.
  - You are not following our responsible rule because of your effort right now – you need to have a go and start your work– thank you.
  - NAME, stop. You are not showing safe behaviour – you need to stop pushing or someone's going to get hurt - thank you.
  - Show me our wonderful walking Year 4, thank you. Well done for showing safe behaviour.
  Using thank you implies compliance and sends an implicit message that your request will be met with cooperation without question.

- **We refer to previous good behaviour and success -** we remind children that we know they can make good choices to give them encouragement. e.g. 'Remember last week, you kept going and did a fantastic piece of writing. Remember how good it felt showing your work to......I need to see that focus again today. I know you can do this.'

- **We give consequential choices -** if behaviour persists after our initial direction, we give a consequential choice to hand responsibility for the outcome of a situation firmly back to the child.
  e.g 'If you choose to do the work now that would be fantastic and you will move back onto the tree... If you choose not to do the work, you will move to red and you will stay in to reflect with me at the start of lunch and will do your work then instead. I'll leave you to make your decision.'
  It's more difficult for most children to initiate a confrontation with somebody when they have clearly chosen the consequence themselves.

If the child has a positive behaviour support plan in place, adults will use the language stated on the plan.

11. Our approach to behaviour management

- **We do not shout -** To promote positive relationships between pupils and the school we have adopted a 'no shouting' ethos. We believe that positive relations are better maintained if we communicate quietly and calmly with pupils. This form of communication is also a better model for pupils to copy in the wider community. There is an important difference between shouting and a raised/ or stern voice. Shouting implies the use of a loud voice to assert power and control over someone. Shouting is intimidating and is not in keeping with the school's ROOTS values. A raised voice however may legitimately be used by staff in certain situations, for example to communicate over distance, to attract attention over background noise or to alert people to danger.

- **We always refer to the behaviour and not the child -** When we are speaking to children about negative behaviour, we always talk about the behaviour as a choice they are making so they don't feel under attack and that they understand that they can choose to turn things around.

- **We use non confrontational approaches -**
  For example:
    - Using 'maybe... and...' can help avoid confrontations when a child is presenting an explanation of the behaviour which you know or believe to be untrue. You will give the appearance of agreement, which is a very effective way of defusing a situation, followed immediately by assertively redirecting the pupil. E.g 'Maybe you were talking about the work, but now I need you to listen, thank you.' Insisting the child's explanation of the situation is wrong and your version is right creates confrontation and should be avoided at all costs
    - Stating that you recognise the importance of the matter to the child can prevent confrontation. By acknowledging the problem or how the child feels about the issue, you have shown that you care, making them more likely to comply when you redirect them onto the desired course of action.
    - We ask children to explain what they have done rather than asking them why they did it. 'Why did you do...' can make a child think you have a judgemental approach which can create confrontation.

- **We are brief when addressing behaviour -** We resist endless discussions around behaviour and spend our energy on re-engaging learners in their learning. We take a step back once we have addressed behaviour and give the child take up time rather than continuing to converse about the consequences. We always focus on returning the child to our expected behavioural norms – the child needs to feel supported rather than punished.

- **We give plenty of take up time -** when a direction has been given, we allow the child time to make the decision to comply without watching over them and waiting. It includes the idea of 'face saving', co-operation, expectation and trust. Some children take longer than others to process information. Watching the child and waiting is, in a way, a form of challenge and encourages other children to do the same, creating an audience.

- **We make sure we are calm -** We all have a variety of stressors that can influence our behaviour and raise our own threat response. We monitor our responses during situations - our feelings and our behaviour - and seek a change of face for the child when we identify that we are finding it difficult to remain calm.
- **We balance direction to improve behaviour with encouragement and the re-establishment of working relationships -** After any form of direction to improve behaviour has been given, it is vital that we re-establish a positive working relationship with the child. A positive interaction e.g. praise, encouragement, or even a smile as soon as possible afterwards reassures the child they are still an accepted and valued member of the class.
- **We focus on de-escalation first -** when children are emotionally dysregulated, it impacts their ability to think rationally. Consequently, children are not going to be able to take on board what is being said to them about their behaviour or modify it accordingly while they remain emotionally heightened. For this reason, we will support children regulate their emotions first following incidents of challenging behaviour before reflecting with them on the incident and applying consequences. The Learning Mentors often play a key role in this and children may need time with them in the Lounge first before their behaviour is followed up by their class teacher or by a member of SLT.
- **We do not let children's behaviour choices impact on our relationships with them** – when children present with behaviour that challenges, it can lead to a strong emotional response in us as adults in the moment. We ensure that we do not let this affect how we interact with the child moving forwards.
- **We recognise when the child needs a change of face** – sometimes, unintentionally, an adult's words or actions may be escalating a child's behaviour. We do not take this personally and recognise when we need to swap out with someone.
- **We do not talk about a child's negative behaviour choices to others in front of the child** – following a negative behaviour incident, adults may need to share what has happened with other members of staff or the child's parents. We ensure these conversations happen quietly out of ear shot of the child so as not to further escalate the situation.

12. The importance of follow up

We cannot always deal effectively with all aspects of pupils' behaviour in the public setting of class in the middle of lesson time. Even if you have been able to successfully redirect and defuse much of the undesired 'primary behaviour', a follow up chat allows you time to discuss the behaviour choice explicitly with the pupil. It also allows you time to discuss any secondary behaviours they may be demonstrating. It allows the pupil time to reflect on their behaviour and for you to restore and repair the relationship as necessary. It is useful to begin the discussion acknowledging how the pupil might be feeling. The discussion allows the pupil the right of reply, something you may have 'blocked' earlier on in the lesson. It is important to listen to them while keeping the focus of the dialogue on the behavioural issue. These follow ups allow for a restorative conversation.

A follow up can happen as soon as the teacher can find time to speak to the child quietly away from others. It does not just mean keeping the child in at the next breaktime. A follow up could happen at the end of a lesson – a teacher could have a quiet word with a child while the rest of the class are packing away and tidying up.

13. Restorative Principles
We are a Restorative Practice school. Effective restorative practices foster awareness of how others have been affected by inappropriate behaviour and we apply the principles of restorative practice to all of our interactions with children when addressing behaviour issues from them/between them. Children have to know how to take responsibility for their actions, and our restorative practice principles create a climate where this can happen. This is done by holding restorative conversations following behaviour incidents, which we refer to as reflections. By actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, it allows participants to make amends for the harm caused through arriving at natural consequences. It allows relationships to be repaired and strengthened.
Restorative talk has three stages

1. Find out – this is about connecting with the person. Questions that might be asked include:
   - Tell me what's been going on?
   - How were you feeling at the time? What were you thinking?
   - What had been happening before to make you feel like that?
2. Effects – this is about how people have been affected. Questions that might be asked include:
   - Who else has been affected and in what way?
   - How might they be feeling?
   - How are you feeling now about what happened?
3. Imagine – this is about finding new ways to think about a situation. Questions that might be asked include:
   - What needs to happen next?
   - If you could turn back the clock, would you do anything differently?
   - What could be done to help fix things/put things right?

The purpose of the restorative conversation is not to build to a climax of apology. Rather to get children to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. The final question leads to a natural consequence being discussed and if possible this should be implemented e.g cleaning up the mess, repairing the display, making up with peers, completing the work that didn't get finished.
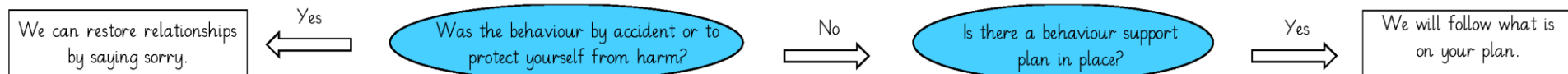
14. Consequences

All negative behaviour results in a consequence. Our flow chart determines which consequences should be applied when different behaviours occur. This provides consistency of approach amongst adults across the school. The consequences we use are a combination of interventions, monitoring and sanctions. Interventions are consequences that teach more positive behaviours, such as reflection time. Monitoring is another possible response to help support a pupil's behaviour. A pupil might move onto 'Report' where they meet with a member of SLT frequently to discuss their behaviour log on their report card. Interventions and monitoring are the strategies most likely to have a positive impact on pupil's behaviour. However, sanctions also play an important role in maintaining a safe, secure and controlled environment within which all pupils can thrive.
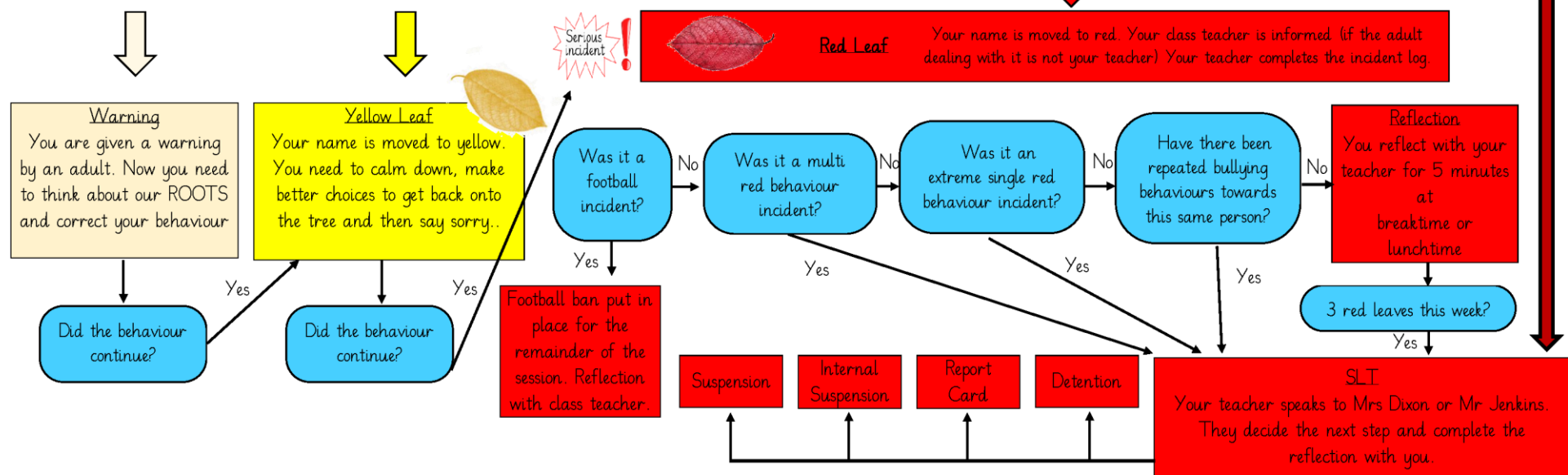
There may be times where pupils fall significantly short of the expectations or have caused harm to themselves or others. The consequences for these behaviours may be:
- Internal suspension: pupils will be supervised at all times during the day and engage in learning separately from their peers. Pupils will have a break in the morning and a break for lunch, but these will be staffed and separate from their peers. Some of the work set may be restorative and specifically targeted at the negative behaviour. An internal suspension may cover only part of the day as well as a full day.
- Fixed-term suspension: pupils will be put on an internal suspension, until a parent/carer has been contacted and arrives at the school. There will be a discussion with a member of SLT1, a letter outlining the reason for the fixed-term suspension and the length of time and work provided for the entirety of the fixed-term suspension. Some of the work set may be restorative and specifically targeted at the negative behaviour, all work is expected to be returned at the reintegration meeting;
- Referral to the Primary Inclusion Partnership (PIP): this will be explored with SLT1 and the family. A referral to PIP could potentially mean a placement within the Primary PRU, or outreach work;
- Permanent exclusion: in the very rare instance that a pupil causes significant harm to others or persistent and significant disruption to others, permanent exclusion will be explored. This is the very last option the school will explore.

Reasonable adjustments are made as required for pupils with SEND. A child's SEND needs may mean consequences are executed slightly differently as part of a reasonable adjustment for the child's SEND – it does not mean that consequences are not applied.

We can restore relationships by saying sorry. ← **Yes** — Was the behaviour by accident or to protect yourself from harm? → **No** → Is there a behaviour support plan in place? → **Yes** → We will follow what is on your plan.

↓ **No**

Has someone's learning been stopped?	Were adult instructions not followed?	Has someone been spoken to rudely or laughed at?	Has something been thrown or taken?	Has any property been damaged?	Was there any swearing that children heard?	Has anyone been made to feel unsafe?	Did you put yourself and/or others at risk or in danger?	Was anyone hurt physically?	Was someone called a name or personally insulted?	Was any racist or negative language linked to sexual or gender orientation used?
Shouting out	Not completing work.	Talking back.	Throwing things across a room.	Pulling things off displays	Any swearing at or about a person.	Chasing after them when they try to move away from you.	Climbing on top of furniture	Kicking	Calling them names	Making unkind comments or jokes about their skin colour.
Moving their table	Not coming to line up.	Telling someone to 'go away' or 'shut up'.	Throwing something at someone.	Ripping something	Any swearing that is within earshot of other children.	Invading their personal space.	Climbing up the bannisters	Pushing	Making unkind comments about them.	Making unkind comments or jokes about their accent, culture or ethnicity.
Being too loud	Not doing something you have been asked to do.	Laughing at someone's misfortune.	Knocking things onto the floor.	Breaking something		Behaving in a way that could make them think you might hurt them.	Hanging off furniture	Hitting/Slapping	Making unkind comments about their family or home.	Making unkind comments or jokes about their identity.
Interrupting the teaching input		Shouting at someone.	Snatching from people.	Trashing a room		Spitting or coughing at them.	Climbing the fence	Pinching/Grabbing	Spreading rumours about them.	Telling people to go back to their own country.
Distracting them with silly behaviours.		Being sarcastic towards someone to be mean.	Stealing.			Shouting in their face.	Trying to/leaving the school grounds	Scratching/Biting	Stopping others from wanting to be their friend.	Calling people 'gay' to insult them or in anger.
							Not following safety instructions	Tripping up		
							Walking out of class	Barging into them		
								Throwing something heavy/sharp at them.		
								Pulling hair		

Serious incident !

Red Leaf — Your name is moved to red. Your class teacher is informed (if the adult dealing with it is not your teacher) Your teacher completes the incident log.

Warning
You are given a warning by an adult. Now you need to think about our ROOTS and correct your behaviour

Yellow Leaf
Your name is moved to yellow. You need to calm down, make better choices to get back onto the tree and then say sorry..

Did the behaviour continue? — **Yes** →

Did the behaviour continue? — **Yes** →

Was it a football incident? — **No** → Was it a multi red behaviour incident? — **No** → Was it an extreme single red behaviour incident? — **No** → Have there been repeated bullying behaviours towards this same person? — **No** → **Reflection** You reflect with your teacher for 5 minutes at breaktime or lunchtime

Yes (football) → Football ban put in place for the remainder of the session. Reflection with class teacher.

Yes (multi red) →
Yes (extreme single red) →
Yes (repeated bullying) →

3 red leaves this week? — **Yes** →

Suspension | Internal Suspension | Report Card | Detention

SLT
Your teacher speaks to Mrs Dixon or Mr Jenkins. They decide the next step and complete the reflection with you.

15. Supporting children with their behaviour

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. All staff treat each child fairly, and enforce the school rules consistently. They treat all children in their classes with respect and understanding, modelling the ROOTS values they expect children to demonstrate.

If a child makes poor choices with their behaviour repeatedly in class, the class teacher deals with the incidents following our consistent response to inappropriate behaviour as part of our approach to behaviour management. However, if poor choices continue, the class teacher seeks help and advice from SLT1 and/or the SENDCO as to what can be put in place to support the child make better choices. When looking at how to support a child with their behaviour, we will seek to identify the function of the child's behaviour to help us identify the most appropriate strategies to use. We will utilise restorative conversations with the child and discussions with the parents to help with this. The class teacher, year group support staff and learning mentors may be involved in trying different strategies, delivering support and intervention. SLT1 and/or the SENDCO may decide that the support required should be recorded on a positive behaviour support plan.

When appropriate, the SENDCO will liaise with external agencies, as necessary, to support and guide the progress of each child. They may, for example, discuss the needs of a child with the school nurse, mental health support team or inclusion specialist teaching team.

16. Children who present with behaviours that challenge

When children present with behaviours that challenge regularly, a personalised approach to support them will be required that deviates from the typical approaches we would use as detailed in this policy. This may involve a personalised approach to responding to behaviour, to rewards and to consequences that deviates from the systems in place for the rest of the school. This will be recorded on a positive behaviour support plan.

Some children's needs result in them presenting with particularly challenging behaviours which put themselves and others in danger of physical harm. For these individuals, a pupil specific risk assessment will be written taking account of our duty of care to all children and staff which will detail the steps that will need to put in place to reduce risk.

17. Beyond the school gates

Where behaviour outside of the school gates has a negative impact upon the good running of the school, the school will expect parents and carers to take responsibility for addressing this behaviour. Staff do however have the power to discipline pupils for negative behaviour outside of the school premises, 'to such an extent that is reasonable'. Staff may discipline pupils for negative behaviour when the pupils is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing school uniform; or
- in some other way identifiable as a pupil to the school.

Staff may also discipline pupils for negative behaviour at any time, whether or not the conditions above apply, providing that the behaviour:

- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

Negative behaviour outside of the school gates includes insulting, bullying, threatening or sexually explicit messages via telephone, mobile, SMS text message, email, instant messaging or any other forms of social media. In all cases of negative behaviour staff can only discipline the pupil on school premises or elsewhere when the pupil is under lawful

control of the staff member. If deemed appropriate for the school rather than parents or carers to deal with negative behaviour outside the school gates, negative behaviour will be dealt with in exactly the same way as inappropriate behaviour that occurs in school.

18. Recording incidents and record keeping

All behaviour incidents are recorded on CPOMS. All members of staff have access to CPOMs allowing support staff to log incidents that occur during lunchtime supervision. Where incidents happen during lesson time in the classroom, the class teacher should record this rather than support staff.

19. Use of reasonable force

Schools are not allowed to have a no contact policy, and in day to day duties there are numerous reasons why a member of staff may legitimately touch a pupil: first aid, a guiding movement or giving care when a pupil is distressed for example. In some instances touching a child may be needed to keep them safe or to take control of their behaviour. All staff have a duty of care to ensure every child is safe. On occasions, to carry out their duty of care, staff may need to use physical force to protect the child, other pupils or property from harm or damage. Staff have a legal right to use force as long as it is reasonable, necessary and proportionate. Staff do not resort to physical force lightly, and it is only used in very rare circumstances. All incidents involving the use of force are recorded and shared with the Designated Safeguarding Lead and a thorough review of the incident is conducted. Evidence of any wrong-doing by any member of staff will be reported to the Local Authority Designated Officer (LADO).

20. Conducting searches

School staff can search pupils with their consent for any item. Any searches will always be carried out with 2 adults present and always a member of SLT1. SLT1 have the power to search pupils or their possessions, without consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- sharps, knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic material/images; and
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

This is not an exclusive list as professional judgement will be used where appropriate.