



# **BEHAVIOUR FOR LEARNING POLICY**

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Beccles Primary Academy

Agreed by Governors: November 2016

Recent review: February 2018

Signed:

## **General Aims**

- To ensure each child to feel happy, safe and secure in the school.
- To encourage children and staff to celebrate their uniqueness and develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- To help children recognise their achievements, uniqueness and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

## **Behaviour Principles**

- The emphasis is on belonging and being socially responsible.
- An appropriate curriculum and effective teaching engages learners and encourages good behaviour.
- An environment of high challenge and low stress promotes positive behaviour for learning.
- Children need access to role models who are aware of and manage their own emotional responses appropriately.
- An emphasis is placed on the use of positive strategies to increase desirable behaviours.
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development.
- Behaviour is learned and therefore amenable to change.
- Some emotions can block learning, while others promote learning. So learning to recognise and manage emotions can assist learning and help to improve standards.
- Assertiveness is essential, it involves confirming rights and responsibilities with respect to school rules.
- Consequences need to teach the children that their behaviour is not acceptable and that they need to make the right choice. The focus is on repairing the situation.
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process.

## **Promoting Positive Behaviour**

All children are made aware of the school's Golden Rules. They are displayed around school and in every classroom. The Golden Rules are revisited regularly, at least at the start of every term:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

In order to promote positive behaviour:

- Children are encouraged to think about how their behaviour affects others.
  - Adults' model controlled, respectful, verbal and non-verbal behaviours. This is the responsibility of all adults on the school site.
  - Lessons are structured to be interesting and appropriately challenging.
  - Children are made active partners in their learning with some choice over curriculum content and have opportunities to make choices.
  - Children learn in different ways and teachers planning address children's different learning styles.
  - All children are made aware of what is expected of them (success criteria/steps to success) at the beginning of each lesson.
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- Appropriate behaviours are taught and reinforced on a regular basis.
  - Children learn how to manage their behaviour in a variety of situations.

- Appropriate behaviour is noticed and celebrated at every opportunity by giving House Points, Super Star assembly and by informing parents.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development. The delivery of the PSHE curriculum offers a structured curriculum for developing the social, emotional and behavioural skills of all children.

### **Responding To Inappropriate Behaviour**

Least to most intrusive consequences

We need to plan how to respond to, or divert, children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage. The adult chooses the intervention on the basis of what will be the least intrusive in terms of disrupting the learning of all children and also on the basis of their knowledge of the individual child. What works for one child will not work for all, so adults need a range of interventions on which to draw.

- **Non-verbal messages**

Body language - moving closer to the child who is not behaving appropriately, making them aware that their behaviour is not acceptable.

- **Praise someone near to the child for displaying the appropriate behaviour**

For example, 'Thank you, Reece, you are following our class expectations.'

- **Tactical or planned ignoring**

The teacher decides temporarily not to notice specific behaviour from a specific child, as long as it is not distracting others in their learning. The class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.

- **Simple direction**

Clear statement of required behaviour. The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.

- **Rule reminder**

Restate the relevant Golden Rule(s).

- **Question and feedback**

Asking a prompt question to show that you have noticed inappropriate behaviour.

"What's happening here boys?"

- **Choices and consequences**

Enabling a child to take responsibility for his/her own actions. "Daniel I have asked you to move away from Declan. If you continue to sit there you are choosing to stay in at playtime. It's your choice." The adult then moves away to give the child thinking or "take-up time" before using the consequences if they continue to behave inappropriately.

- **Using I messages**

The use of 'I need you to...'

For example: "When you keep interrupting I feel really disappointed because we won't be able to make best use of our learning time. I need you to be quiet and listen carefully. Thank you."

### **Staff Expectations:**

Staff will -

- Notice as soon as the child begins to behave appropriately and give positive feedback. "Sally, you're listening really well" or non-verbally.
- Speak in a calm, controlled voice, not raising the volume, and refuse to be drawn into argument.
- Negotiate an outcome you can live with, such as "Well I'd like to see at least three sentences written by....."
  - Have a quiet word with the child, to re-iterate expectations in the Learning environment.
  - Refer to the behaviour required rather than what you don't want.

If inappropriate behaviour continues:

- **Time out**

The child is sent to a quiet area of the room to calm down and think about what they should do. This should always be used with firm calmness by the teacher.

If the child continues to behave in an unsafe way and distracts other children's learning, they will be moved in class.

If this continues, the child will be told to go and work in a pre-agreed classroom, away from their peers.

If the behaviour continues, a member of the Inclusion team is called using the red triangle system, in the classroom.

Time out will always involve adult supervision and the problem will be recorded.

- **Involvement of Inclusion Team**

If the child refuses to leave the room the class teacher will escort the rest of the class out of the room to another area, to continue their learning in a safe environment and involve a member of the Inclusion Team.

- **Rebuilding and Repairing**

When everyone involved has had an opportunity to calm down, time must be spent on repairing and rebuilding relationships. This is in order for the child to take responsibility for their actions and understand the harm caused to others.

The 'Saying Sorry' sheet could be used to construct an apology.

Use could be made of the key restorative questions for all children involved:

- What's happened?
- What were you thinking at the time?
- What have you thought about it since?
- How have you and others been affected?
- In what way?
- What do you think needs to be done to make things better and help you move on

Tools such as Comic Strip Conversations may be helpful in this process.

The child/children should be reminded of the Golden Rules and asked how they can put things right. Consequences should be appropriate for the level of behaviour. We need to make it clear that it is something the child has done that is disapproved of and not the child themselves. Consequences must be followed through or we risk teaching children that what we say can be safely ignored.

- **Keeping a child in at break or lunch times.**

Teachers have a legal power to put pupils under 18 'in detention'. Parental consent is not required for keeping children in. Staff must act reasonably. When keeping a child in at break or lunchtimes, staff should allow reasonable time for the pupil to eat, drink and use the toilet. At Beccles Primary we do not have after school detentions.

Lunchtime Detentions with a member of the SLT/ Inclusion Team are specifically for when children have been aggressive to other children or towards members of staff. These should be agreed by a member of the SLT before the detention. If a child receives 3 detentions, the child's parents/carers are contacted to discuss a way forward.

- **Exclusion**

The Head teacher decides whether to exclude a pupil, for a fixed term or permanently taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school. Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion in certain circumstances, which include all

permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

### **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property.
2. Power to search without consent for 'prohibited items' including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item which has been banned by the school.

### **The Use of Reasonable Force**

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the upper arm/elbow through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the upper arm/elbow out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. However if a child is harming themselves or others, then a staff member who has the relevant 'School Safe' training will be called to restrain the child.

This is in extreme cases but we have a responsibility to keep all children safe.

When can reasonable force be used?

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

We will make reasonable adjustments for disabled children and children with SEND.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used:

#### **Schools can use reasonable force to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or 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 in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

Telling parents when force has been used on their child.

A member of the Senior Leadership Team will speak to parents about serious incidents involving the use of force and consider how best to record the incidents.

In deciding what a serious incident is, teachers should use their professional judgement and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

### **What happens if a pupil complains when force is used on them?**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the "ARRANGEMENTS FOR MANAGING ALLEGATIONS OF ABUSE AGAINST PEOPLE WHO WORK WITH CHILDREN OR THOSE WHO ARE IN A POSITION OF TRUST" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **Bullying**

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties). Consequences will be applied fairly,

consistently and reasonably, taking account of any Special Educational Needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. School will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.

### **Individual Support**

There will always be a small number of children who, for whatever reason, find that they need additional individualised support with their behaviour, early identification and intervention being essential.

#### Objective Description

Class teacher to clarify the problem by asking the following questions:

- What?
- Where?
- With whom?
- When?

Class teacher to:

- Complete the ABC (Antecedents, Behaviour and Consequences) Communication Log (Appendix 1)  
When:
  - A recording sheet has been filled
  - There have been 3-4 similar incidents or
  - An incident requiring support from the Inclusion Team or the Senior Team has occurred
  - The class teacher should complete an Behaviour Analysis Sheet (Appendix 2). A member of the Inclusion Team can help with this. Consider: what is the communication? Are any needs unmet? (See Maslow's Hierarchy of Needs, Appendix 3)
- Discuss the above findings with the SENCO and SLT.
- Sometimes, Solution Circles (Appendix 4) are an appropriate method for exploring ways forward with individuals.
- Keep parents informed with respect to behaviour incidents.

SENCO or member of Inclusion Team to organise a parent/carer meeting which involves the class teacher to:

- Identify what skills, strengths or positive elements already exist to enable a way forward.
- Consider needs that are unmet and possible solutions for meeting these needs.
- Initiate target setting and identify support.
- Consider whether or not a Behaviour Support Plan is necessary.

The SENCO will also consider whether the continuing challenging behaviour might be the result of unmet educational or other needs. At this point, the SENCO will consider whether a Common Assessment Form needs to be completed.

#### **Monitoring, evaluation and review**

Methods used to monitor and evaluate the effectiveness of the Behaviour Policy include the following:

- Discussions with learners
- Referrals to Inclusion Team and SLT
- Feedback from staff
- Lesson observations by SLT
- Feedback from parents
- Learning council feedback
- External evaluation
- Governor's Meetings

**Beccles Primary Academy**  
**Behaviour for Learning Policy**  
**Appendices**

Appendix 1 – ABC Communication Log

Appendix 2 – Behaviour Communication Analysis

Appendix 3 – Maslow’s Hierarchy of Needs

Appendix 4 – Solution Circles

Appendix 5 – Behaviour Flow Chart for all Classrooms

Appendix 6 – Saying Sorry Sheet

Appendix 7 - Golden Rules



**Beccles Primary Academy**  
**Behaviour Communication Analysis**

|               |                           |
|---------------|---------------------------|
| <b>Name:</b>  | <b>Date of analysis:</b>  |
| <b>Class:</b> | <b>Person completing:</b> |

| <b>Record</b>   | <b>Analysis</b>  |
|---|--|
| <p><b>A – Antecedant</b><br/>Where was it? Who was there? What was happening?</p>   | <p><b>What were the triggers?</b> E.g. Demanding/ unfamiliar task, internal state (fatigue/illness), sensory (loud noise, touch), threat to self-esteem</p>  |
| <p><b>B – Behaviour</b><br/>Give a brief and factual account of the target behaviour.</p>   | <p><b>What is the communication?</b><br/>What does the behaviour achieve for the child? Does the child avoid or escape any activity by engaging in the behaviour? Is the child rewarded in any way by engaging in the behaviour? What might the child be attempting to communicate by engaging in this behaviour?</p>  |
| <p><b>C – Consequence</b><br/>What happened after the behaviour? How was the situation managed? What was the consequence? What was said to the child?</p> | <p><b>How can this behaviour be prevented?</b><br/>What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour? What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers? How have you addressed the need that the child was trying to communicate? Is there any need for a reward / incentive scheme in the short-term? Have you communicated your plan to everyone who will be working with the child?</p> |

# Maslow's Hierarchy of Needs

'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.'

# Solution Circles

This is a model of peer support that can be useful for sharing ideas and practice. Each section usually takes five minutes, unless otherwise agreed.

Generally, this is a group of at least 3 people. There are specific roles:

- **Facilitator** – keeps to time and keeps the process going
- **Presenter** – presents the issue or concern for discussion
- **Scribe** – takes notes
- **Group members** – responsible for active listening throughout the process.

## 1. Agreement

Agree the ground rules, for example relating to confidentiality, listening.

Members of the group take turns to present their concerns, unless this is a second meeting to review the results of an action plan from a previously presented concern. The group selects concern for in-depth discussion. The group agrees the roles described above.

## 2. Presentation

The presenter of the chosen concern describes the concern in more depth, but must not exceed the time limit. It is helpful at this point if group members listen carefully, encouraging the presenter and not interrupting. If the presenter falls silent before the time is up, everybody stays silent. This time belongs to the presenter. Sometimes the presenter finds a way forward at this point; being listened to can be a powerful tool for creative thinking.

## 3. Suggestions

It is now the presenter's turn to listen. They should not respond to any ideas presented by group members at the time, except to say 'thank you'. This is not the time to ask for further information or seek to clarify things.

The whole group generates ideas. At this stage, all ideas carry equal weight; nothing should be discarded. Everybody should be encouraged to contribute. Ideas should be action orientated.

## 4. Clarification

The presenter takes the lead again, with the group discussing the ideas, clarifying the situation and exploring some ideas further. Try to focus on those ideas that are practical.

## 5. Action Plan

The whole group agrees first steps in an action plan. Try to focus on ideas that can be implemented within the next three days. It is helpful if a member of the group agrees to contact the presenter at an agreed time, to see if a follow-up meeting is required.

## 6. Review

Each group member reflects on how the meeting went. Was it a comfortable process? What was learned? Did you conform to your preferred team role? Did your role change through the course of the meeting? If so, how? Did you recognise the roles adopted by others? What might improve the functioning of the group in future? Review the ground rules. Finally agree the date, time and venue for the next meeting.



## Behaviour for Learning Flow Chart

### **I'm sorry for...**

*Think about your actions and choices. Show the person you are saying sorry to that you know what it is you have done wrong.*

## **It was wrong because...**

*Think about how it affected the person you are saying sorry to.*

## **In future I will...**

*Think about how you could react differently in the same situation. Be positive – what will you do instead?*

**Please forgive me.**

# **Saying Sorry**

At Beccles Primary Academy, we  provide ourselves on being great ambassadors for our school and we have **6 'Golden Rules'** to inspire us every day:

**Do be gentle**  
**Do be kind and helpful**  
**Do work hard**

**Do look after property**

**Do listen to people**

**Do be honest**