



*"Inspire through Creativity, Kindness & Adventure"*

# Behaviour for Learning Policy

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Written by Jon Gray (Headteacher)  
using work from Pivotal Education, Mulberry Bush and  
Brighton & Hove City Council Behaviour Policy



**OXFORDSHIRE**  
TEACHER TRAINING  
School Centred Initial Teacher Training



**Date Adopted by each Governing Body: Summer 2021/2022**

**Date to be reviewed: Summer 2022/2023**

**Signed Chair of Governors**

The image shows two handwritten signatures in blue ink. The first signature on the left is 'P Stockdale' and the second signature on the right is 'S McHugh'.

*Paul Stockdale & Sarah McHugh*

**Signed Headteacher**

The image shows a handwritten signature in blue ink, which appears to be 'Jon Gray'.

*Jon Gray*

# 1. Introduction

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Larkrise Primary School has high expectations for adults' and high aspirations for children's learning and social behaviours; we aim to build and nurture a learning community where adults and children all treat each other with Kindness.

As adults, we take responsibility for our own behaviour and take lead responsibility for supporting positive behaviour of learning of children. We understand that negative behaviour in children is often communicating an emotional need or a need for support which we will provide without diluting our high expectations of everyone's behaviour and our need to ensure everyone feels safe. We are a growth mind-set learning community and believe unhelpful or unhealthy-presenting behaviour can change for the better with the right support. We understand that positive behaviour for learning, like other skills and abilities, is something that can be learned and benefits from modelling. We believe that a strong sense of attachment to / sense of belonging within our school community is key to supporting positive behaviours. This sense of belonging needs to be built on a bedrock of strong relationships (between children, between adults and between adults and children). The school thinks carefully about its secondary attachment status (parents/carers being the first) within children's lives and staff are being trained in attachment theory and practice to help us all develop strong, healthy relationships. Alongside this sense of belonging, we believe that children and staff should be *Inspired through Creativity, Kindness and Adventure*.

Please note that many of the additional links in the document can only be seen by staff members. These offer additional guidance to staff and can be viewed on request.

## 2. Aims of this Policy

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This policy mirrors our Mission - Vision - Values statement.

The policy sets out to:

- To create a culture of exceptionally positive behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and supported in developing and maintaining excellent relationships.
- To provide simple, practical procedures for staff to manage behaviour for learning.
- To ensure staff give first attention to those learners with the best conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it so they can get back to learning.
- To build a cohesive community based on kind, respectful relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

- To provide support for staff to develop behaviour for learning within our school community.

# Mission-Vision-Values

**Mission:** A vibrant and caring school which proudly reflects the diversity of our community.

**Vision:** To provide a world class curriculum with high expectations of every child and within which wellbeing is nurtured and learning is limitless.

## Inspire



Inspire through  
Creativity, Kindness  
and Adventure

## Creativity



Inspire  
curiosity and  
encourage  
innovation.

## Kindness



Show kindness  
to ourselves,  
each other, our  
community and  
our environment

## Adventure



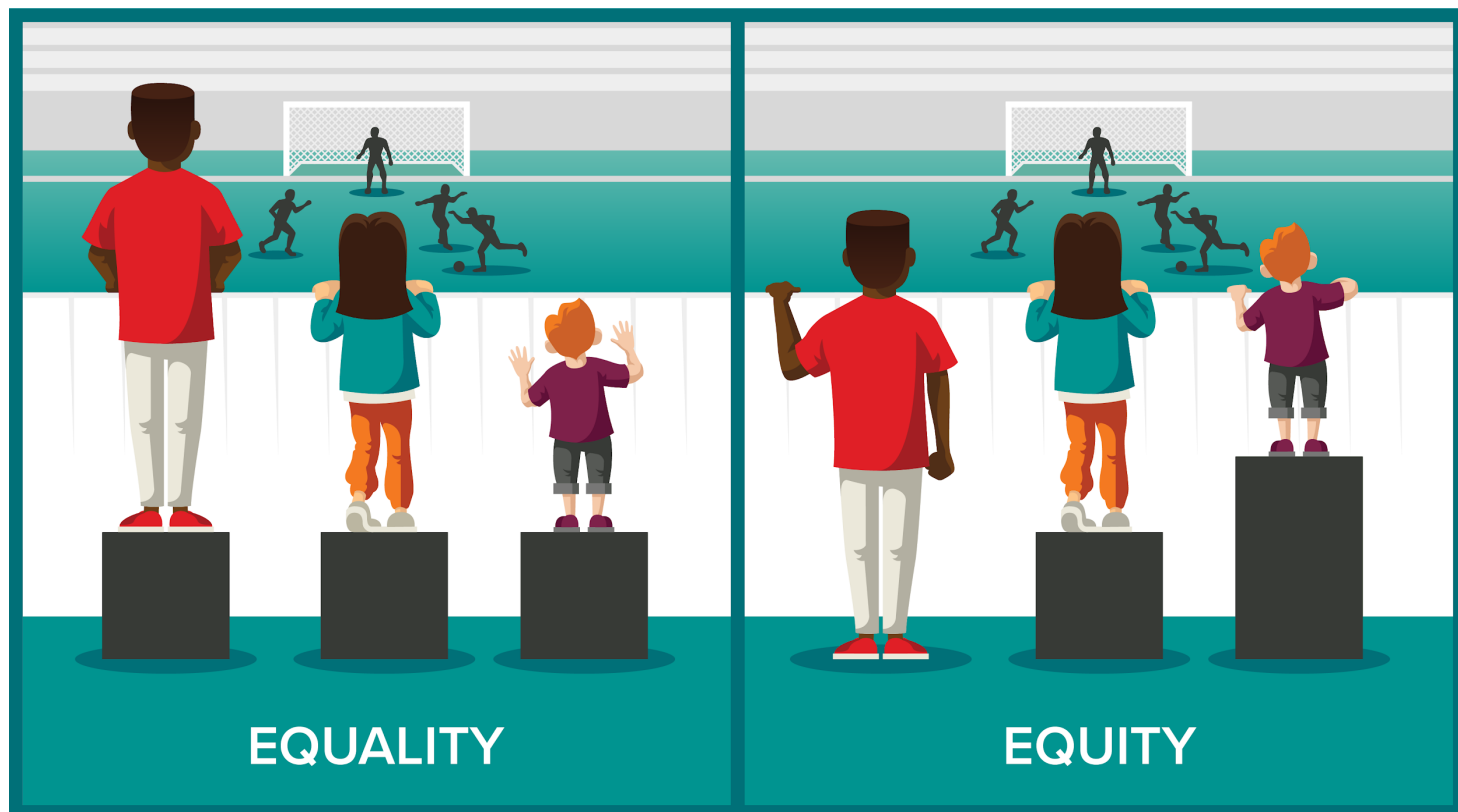
Meet the  
challenge by  
embracing new  
opportunities  
whilst striving  
for excellence.



Part of the  
**RLT** RIVER  
LEARNING  
TRUST

### 3. Key Principles of Our Approach

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



- **Behaviour is a form of communication.** The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
- **Taking a non-judgmental, curious and empathic attitude towards behaviour.** We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Learners that find developing effective behaviours for learning difficult need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. Thinking of a child as behaving badly disposes you to think of punishment rather than understanding the cause of the behaviours and providing an effective plan of support around the learner and the other learners in their classroom and beyond.
- **Putting relationships first.** This requires a school ethos that promotes strong relationships between staff, learners and their parents/carers. It also relies on creating a positive school culture and climate that fosters kindness, connection, inclusion, respect and value for all members of the school community.

- **Maintaining clear boundaries and expectations around behaviour.** Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help learners feel safe, their educational environment needs to be high in both nurture and structure. Learners need predictable relentless routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise learners from their peers, school community and family, leading to potentially more negative behaviour.
- **Not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of learners are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful. Instead what choices can learners be supported to make to get back on track to learning.
- **Behaviour must always be viewed systemically and within the context of important relationships** (i.e. a relational communication pattern rather than an internal problem).
- **Encouraging parental engagement and involvement** is absolutely crucial when addressing and planning support for learners.
- **A whole school approach to supporting behaviours for learning** using guidelines from Pivotal Education and "When the Adults Change Everything Changes" by Paul Dix.
- **Five Pillars of Pivotal Practice** for more information visit <https://whentheadultschange.com/>
  - **Calm Consistent Adult Behaviour**
  - **First Attention to Best Conduct** - Noticing the children who are showing good behaviours for learning first.
  - **Relentless Routines** - Whole school routines such as 'Wonderful Walking' and 'Legendary Line Up'.
  - **Scripted Interventions** - This enables the adults to respond to behaviour for learning using consistent interventions.
  - **Restorative Practice** - Enables the learner to be supported to understand their behaviours and to be given an opportunity to restore relationships.
- **Pace Approach** PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. See using [PACE in school](#) for more information. All staff are trained in this approach.

## 4. Our Behaviour for Learning Expectations

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Below shows our behaviour for learning expectations:



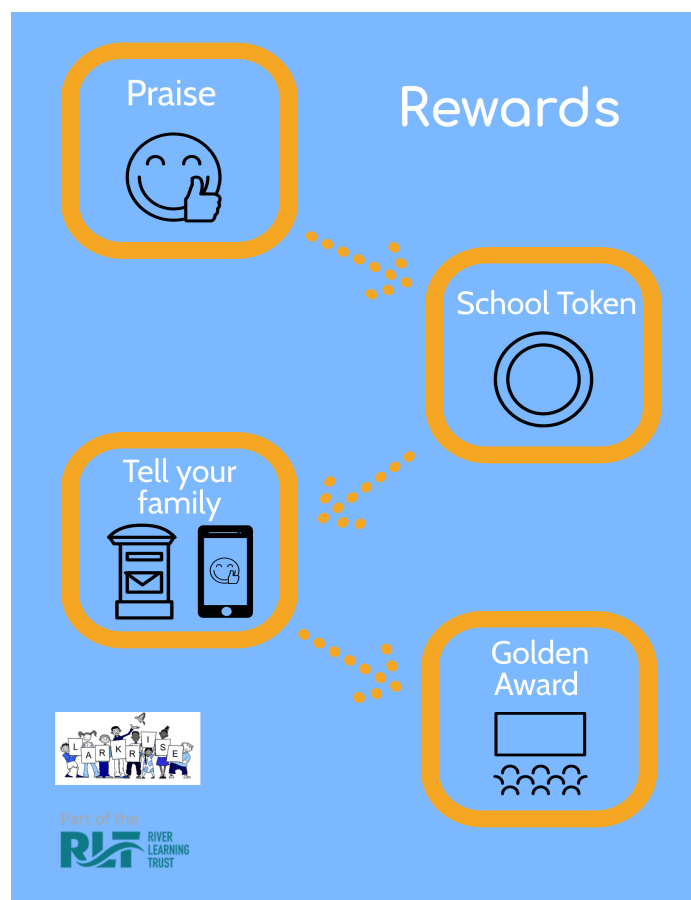
These can be found throughout the school - in every classroom, shared areas and outside.

## 5. Recognition and Rewards

We recognise and reward learners who meet and exceed our expectations. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. It is also important that adults remember to give their **“first attention to best conduct”**,

**‘It is not what you give but the way that you give it that counts.’**

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.



**School Tokens:** Each class has a number of class tokens that are given to individuals or the whole class. These are counted up each week to go towards a whole school reward.

**Tell Your Family:** Using ready-made Wow Slips, or postcards or phone calls home.

**Golden Assembly:** A learner's family is invited to watch their child receive a Golden Award in Friday's assembly.



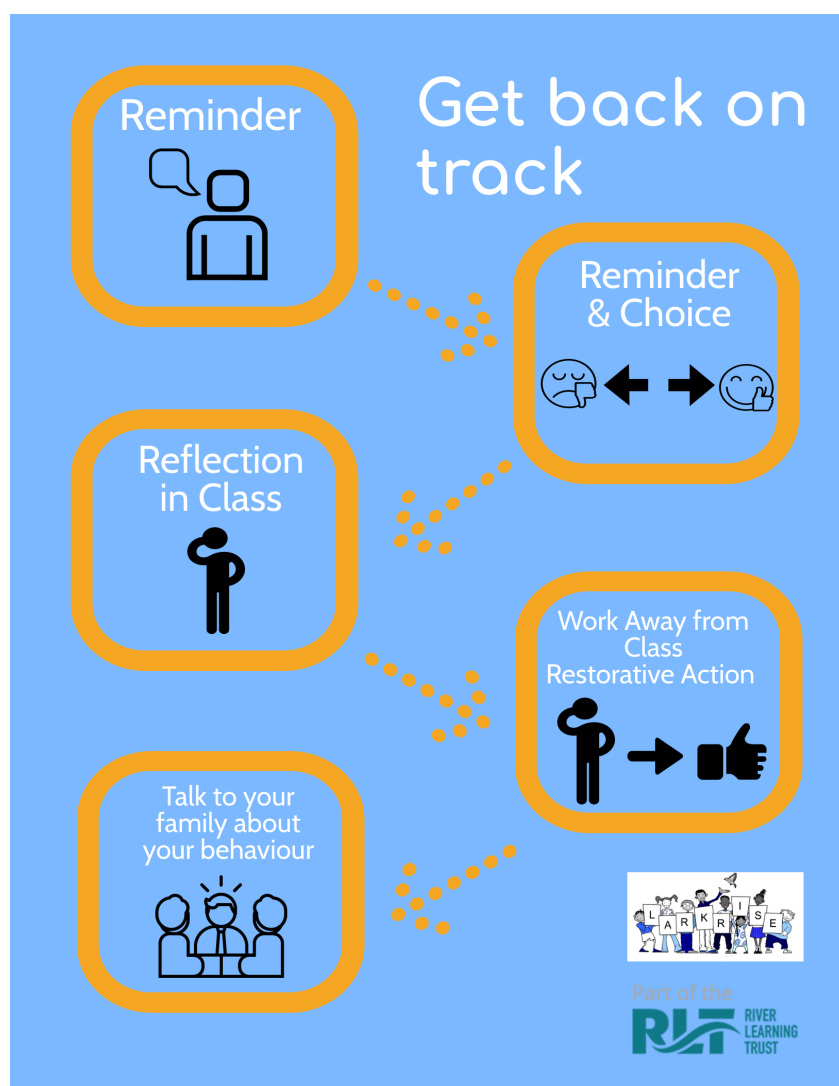
## 6. Supporting Learners to 'Get Back On Track'

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or a nudge in the right direction is all that is needed. Although there are occasions when it is necessary to manage behaviour more formally, it is important to remember every minute a learner is out of your lesson is one where they are not learning.

Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Learners are held responsible for their behaviour. This responsibility increases with age and cognitive ability. Staff will deal with behaviour without delegating. Middle and senior leaders will work alongside staff to support, if and when needed.

Staff will use the steps in behaviour for dealing with poor conduct and to get learners back on track to learn.



**6.1 Reminder:** A reminder of the expectations for learners using the agreed [script<sup>1</sup>](#) which is delivered privately to the learner whenever possible. The staff member makes the learner aware of their behaviour and reminds them of their previous good conduct to prove that they can make good choices. The learner has a choice to do the right thing.

**6.2 Reminder and Choice:** Another reminder to make the learner aware of their behaviour and to clearly outline the consequences if they continue to not follow the school's expectations, delivered privately to the learner, using the agreed [script<sup>2</sup>](#),

**6.3 Reflection Time in Class:** The learner is asked to speak to the teacher or teaching assistant away from others.

- Boundaries are reset.
- The learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning using the agreed [script<sup>2</sup>](#),
- The learner is given a final opportunity to re-engage with the learning / follow instructions.
- Learners are asked to take a moment to reflect on their actions. This could be in a space within the classroom/learning space or can be just outside the classroom/learning space if the learner needs to cool down and/or to defuse a situation. In general, three minutes should be enough.

**6.4 Reflection Time away from the classroom/learning space and restorative follow up:** If the step above is unsuccessful, or if a learner refuses to take a reflection time then the learner will be asked to leave the classroom/ learning space. If this happens the adult dealing with the original behaviour must engage the child in a restorative follow up using the agreed [script<sup>3</sup>](#).

The restorative action includes a conversation with the staff member and the learner and an agreed restorative action in order to repair the damage of trust between staff and learner.

Staff who originally dealt with the behaviours will take responsibility for leading Restorative Action meetings. Leaders at all levels will support if needed or when requested to do so.

The restorative follow up can take place at the end of every session. If the incident took place during the last session of the day the learner will be asked to stay behind so that the restorative follow up can take place so that this does not carry forward to the next day. Only if needed should the restorative follow up take place at the beginning of the next day.

**No other sanctions must be used such as removal from educational visits or afterschool clubs unless there is a Health and Safety reason to do so. If this is the case an appropriate risk assessment should be produced to try and minimise this risk.**

## 7. Steps to take at break times

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All steps mentioned in section six will be used at break times.

Additional alterations include:

**Reflection Time in the playground:** Learners will be asked to do this at the edges of the playground and supported by adults if needed.

**Reflection Time away from the Playground and restorative follow up:** Children will be asked to come inside to finish their break time and a brief restorative conversation with the adult that dealt with the original behaviour will take place ready for the learner to go back to class. If this is not possible the restorative follow up will take place at the next possible opportunity. The next breaktime or after school.

## 8. Supporting Learners that present with Challenging Behaviours

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From time to time we need to support learners that find some aspects of school life challenging. These learners need additional support so that they can learn appropriate behaviour expectations using the same ethos that we would use to support children with any learning need at Larkrise Primary School.

Staff will always deal with challenging behaviour calmly and without anger.

### 8.1 Protective Intervention Plans

[Protective Intervention Plan](#) (PIPs) are used to plan the support needed for the 2% of learners that Pivotal practices alone are not enough. A PIP is a 360 degree look at the using process adapted from the Mulberry Bush School. These are updated regularly and any changes in approach in the future are then added to the PIP.

### 8.2 PIP Conference Stage:

The PIP conference will be called where there is a consistent cause for concern regarding a learner's behaviour for learning.

A PIP conference that takes a 360 degree view of the learner will be convened. This meeting will include the Teacher, Teaching assistant and a member of the Senior Team. It may also include the SENCo, Assistant SENCo and School Counsellor. The meeting will address the learner's progress and achievement, learning needs, attitude and behavioural routines.

If needed support can also be requested from the following to ensure we have an outside perspective on the behaviours we are trying to support.

- [Point5](#) - A specialist SEMH Teachers Providing Team-Teach Training, Behaviour Support & CPD for Schools.

- [Autism Champions](#) - A team of experienced teachers, support workers, parents and autistic adults who have specialist training and/or lived experience of autistic children and young people in mainstream and specialist schools. Working together with teachers, children, parents/carers and other linked professionals, we explore and create strategies to help the children develop, learn and succeed, at home, at school, college or at their place of employment.
- [Mulberry Bush Outreach](#) - This is an outreach service from the specialist Mulberry Bush School. Their approach is used by the school, not on individual cases, but to improve practice of supporting high needs children.
- [Playfulness, acceptance, curiosity and empathy \(PACE\)](#)- PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. These principles help to promote the experience of safety in your interactions with young people. This is run by the OCC Attach Team.

A draft PIP will be drawn up at the meeting.

If the learner's needs require a team approach then the school will move to the Partnership Stage. For cases where community support beyond the school is needed the Team Around the Family approach will also be considered via Early Help assessment.

### **8.3 PIP Partnership Conference Stage:**

The draft PIP will be discussed at a partnership conference. This will include the members of staff who wrote the draft PIP, Parents/Carers and if appropriate the learner. At this meeting the PIP will be finalised. This will provide three documents.

- The PIP - a document that sets out to understand the triggers for the behaviours and steps to take. It may also include an action plan if additional information or support is needed
- PIP Overview - This is a one page overview of the PIP to ensure consistency of approach by the adults in the school.
- Learner's PIP - This is the learner's version of the PIP which is used to support learners to manage their behaviours day to day. Visual representations can also be used for this document.

For more complex cases that need a community approach beyond the school professionals an Early Help Assessment will be undertaken and the PIP will form part of the Team Around the Family action plan.

# 9. Responsibilities of the School Community

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It takes a whole school community to support effective behaviour for learning. Below sets out each member of the school community responsibilities.

## 9.1 All Staff

- Refer to our behaviour expectations positively - actively seeking out learners who are meeting them.
- Model calm consistent adult behaviour at all times to build positive behaviours and build relationships.
- Use positive Wow Slips, postcards and phone calls home.
- First attention for best conduct - Use of visible behaviour recognitions throughout every lesson by praising those learners who are meeting the school's expectations and linking praise to our three expectations.
- Use prevention behaviour strategies before using the steps to get children back on track.
- Follow the agreed steps to supporting children to get back on track.
- Are calm and give 'take up time' when going through the steps.
- Follow up every time, retain ownership and engage in reflective dialogue with learners. Never ignore or walk past learners who are not meeting our expectations. Use the phrase "Be that as it may" to stop confrontation.
- Record behaviour incidents on Child Protection Online Management System (CPOMS).

## 9.2 Teachers

- Meet and greet at the door at the beginning of the day with a positive handshake (or personal welcome due to COVID-19).
- Plan lessons that engage, challenge and meet the needs of all learners.
- Ensure there is clear communication with parents/carers regarding their children's behaviours in class.

## 9.3 Phase Leaders

Phase Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

They will:

- Be a visible presence in the school to encourage appropriate conduct.
- Support staff in returning learners to learning by supporting staff in restorative conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of positive postcards and phone calls home.
- Ensure staff training needs are identified and targeted.
- Support staff in managing learners with more complex or entrenched negative behaviours.

#### 9.4 Supportive Intervention Team (SIT)

The Supportive Intervention Team includes the following staff:

- SENCo (Deputy Headteacher)
- School Counsellor
- Assistant SENCo
- Headteacher

The team also includes staff who support Special Educational Needs & Disabilities (SEND)

The team meets every week.

They aim to:

- Provide support, advice and mentoring for staff re managing learners behaviours.
- Use behaviour data to target and assess interventions.
- Support staff to implement recommendations from the team and other professionals from outside the school.
- Lead on the Restorative Conference and Partnership Stage.
- Support staff to write PIPS to support learners.
- Provide behaviour interventions that support children who have PIPs.
- Act as mentors for children with PIPS

- Ensure the needs of high needs children are communicated to all staff.

### 9.5 Senior Leaders (SENCO, Assistant Headteacher, Deputy Headteacher and Headteacher)

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the school in classrooms, corridors and the whole site, particularly at times of mass movement and especially at the beginning and end of break times and the beginning and end of the day.
- Celebrate staff and learners whose efforts meet our high expectations.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Support/lead the Restorative Conference and Partnership Stage when there are complex needs.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Support the Positive Intervention Team.

### 9.6 Governors

Governors will support the senior leaders to:

- Monitor the effectiveness of the Behaviour for Learning Policy in impact committee meetings.
- Appoint a Behaviour for Learning lead governor who will provide additional understanding to the governing body by visiting the school to meet and talk to staff, learners and their parents/carers regarding the impact of this policy.

### 9.7 Learners

Learners are expected to:

- Follow the school's expectations
- Support their peers to meet the school's expectations

- When mistakes are made and the school's expectations have not been met, let school adults support them to get back on track.
- Engage with support with managing their behaviour.

## 9.8 Parents/Carers

Parents/Carers are an integral part to ensuring that this policy is successful. We ask parents/carers to:

- Support this policy.
- Support the school by celebrating good behaviour for learning and supporting their child to understand the consequences if they have not met the school's expectations.
- Engage with the school and other support organisations if their child needs additional support.
- Support their child in school by letting the school know about any issues outside of school that may affect their child's behaviour within school.

# 10. Recording Behaviour for Learning Incidents

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At Larkrise Primary School we record behaviour incidents so that we can track improvements in learners' behaviours over time. Behaviour data is also used to assess behaviour needs within the school so that appropriate resources can be allocated to support excellent behaviour for learning. Behaviour tracking data will remain confidential.

An anonymised report on behaviour data will be made by the Headteacher to the governors so that they are aware of any trends in behaviour and to monitor the effectiveness of this policy.

There are three types of incidents that are recorded.

- **Learners who have had to take reflection time out of class or are asked to leave the playground** who have already had reflection time within class or learners that have shown significant disregard for the school's expectations.
- **Learners who are bullying or behaving in a discriminatory way:** Racism; homophobia; sexism/gender discrimination; ableism (discriminating against people with disabilities)
- **Exclusions (External and Internal)**

We also use CPOMS to record when learners receive a Golden Award.



More information for staff on how to use CPOMS can be found [here](#).

## 11. Exclusions

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When serious incidents occur, exclusion from school may be necessary. In most cases this will take the form of an internal exclusion within school. This is where the learner completes work away from other learners. This will also include a more intensive restorative follow up.

When considering an exclusion the school will take into account three factors:

1. The actions of the learner.
2. The intent of the learner when carrying out these actions.
3. The cognitive ability of the learner to understand their actions and the consequences of these actions.

If a fixed term or permanent exclusion is deemed necessary by the Headteacher the school will follow the Department of Education guidance and may seek support from the Local Authority.

Fixed-term exclusions of over five days in duration need to be confirmed by the school's governors in a disciplinary hearing. The disciplinary panel, which will have regard to the Guidance for Governors on exclusions, has the option to uphold or overturn the Headteacher's decision to exclude.

If the above behaviours are persistent over time, or an incident that seriously endangers the health and safety of others, a permanent exclusion may be needed.

A managed move to another school may also be sought before a permanent exclusion.

A permanent exclusion will only take place when all other outcomes have been explored and completely exhausted. A permanent exclusion would need to be confirmed by the school's governors in a disciplinary hearing. The disciplinary panel, which will have regard to the Guidance for Governors on exclusions, has the option to uphold or overturn the Headteacher's decision to exclude.

Details of all exclusions will be made available to the Chair of Governors; an anonymised report on exclusions will be made by the Headteacher to the governors so that they are aware of any trends and the general use of this sanction.

The school will also have regard for the Disability Act 1995 which states that it is unlawful to exclude a disabled child for a reason related to their disability without justification.

## 12. Use of a Reduced Timetable

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When a risk assessment of a child's behaviour has been carried out and they are still found to be at high risk of permanent exclusion even with one to one support or specialist supervision, a reduced timetable may be used. Reduced timetables will be reviewed on a weekly basis with the parent/carer and the child. They are usually used only whilst the school ensures other measures are put in place to support the child or whilst a statutory assessment is taking place. The school feels strongly that a reduced timetable is much more positive than possible exclusions that may occur whilst specialist support and/or provision is being made.

## 13. Equality of Educational Opportunity

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In managing behaviour, the school has regard to the Code of Practice for children with Special Educational Needs & Disabilities (SEND) and strives to ensure those learners' special needs are identified and met, with the support of outside agencies and the use of individual programmes as appropriate.

The school will take into consideration the effect of a disability on behaviour and will put in place strategies to support learners with disabilities. Equality of educational opportunity will be ensured for all learners as far as is practicable who require alternative arrangements because of their behaviour.

In applying the Behaviour for Learning Policy, we will ensure that we do not discriminate against children or other members of the school community on grounds of gender, age, sexuality, religious, cultural or ethnic differences, all of which have implications for equality of educational opportunity.

## 14. Children's Behaviour Outside of School

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At Larkrise Primary School we believe that we should support all learners to be the best they can be. There are times where children may be involved in behaviour incidents that fall outside of the school day. For example walking to and from school or an incident involving the Police.

When these incidents occur it can often have a negative effect on learning. It can also have a detrimental effect on the learner and the school's standing within the community. For this reason the school will support the children involved and, in some cases, use this policy to ensure children understand the impact of their actions.

## 15. Positive Handling

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We have a duty of care to ensure children and staff learn and work in a safe environment.

Staff will use positive handling only in the following circumstances:

- If a child is putting themselves in danger
- If a child is putting another child or an adult in danger
- If school property is being damaged
- If a child is significantly disrupting learning and all other de-escalation strategies have been used.

When positive handling is used, the TEAM TEACH process and procedures will be used.

All staff are trained in the principles of TEAM TEACH principles.

Key staff have received further training to provide safe positive handling of children.

If Positive Handling has been used, staff will record this on CPOMS.

Parents/Carers will be informed.

Staff will review what happened to warrant positive handling.

If regular positive handling is needed to support a child this will form part of their Protective Intervention Plan (PIP).

## 16. Quick Links for Staff Only

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**Behaviour Policy on a Page** [Be the Best You Can Be - Staff Poster](#)

**Golden Awards**    [Gold Book Award Nominations](#)    [Gold Book Invitation Letter](#)

[Golden Certificate](#)

[Positive Meetings with Parents/Carers](#)

[CPOMS - Behaviour Incidents Snapshot](#)

[School Expectations Poster](#)

[Scripts](#)