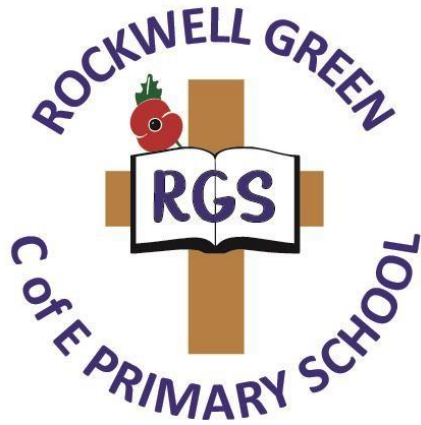




Rockwell Green Church of England Primary School

Behaviour for Learning Policy

**including statement of
principles**

Status:	STATUTORY
Responsible person:	HEADTEACHER
Responsible Governor:	CHAIR OF GOVERNORS
Approved by the Governing Body:	September 2025
Review Period:	2 years
Review Date:	September 2027

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1. INTRODUCTION

This policy should be taken as part of the overall strategy of the school and operated within the context of our ethos, vision, aims and values as a Church of England School.

VISION

As a Church of England School, we aim to work with parents, pupils, staff, governors and the church to provide a safe environment in which each child is valued as an individual made in the image of God.

We aim to ensure that all pupils achieve their full potential in a caring and friendly environment. Pupils will willingly take responsibility for their academic, creative, social and sporting endeavours using determination, communication and curiosity.

We want our children to be confident, able people, who possess a sense of personal duty and an understanding of the Christian ethos and values to enable them to make the best contribution possible to the community in which they live.

2. Aims

- To create positive behaviour that enables all children to be ready to learn
- To create an ethos where respect is shown by all
- To create an ethos where responsibility is taken by all
- To celebrate good behaviours for learning
- To reinforce positive behaviour especially through the language used
- To provide a clear and uncomplicated rewards and sanctions system that is understood by the whole school community
- To provide clear criteria for the use of rewards as a means of promoting positive behaviour and sanctions as a method of responding to inappropriate behaviour

3. School Code of Conduct

Our *ethos values* are embedded across and throughout the school. These are Christian Values which underpin our ethos and taught each year on a half-term basis. They are:

1. Respect
2. Service
3. Friendship
4. Compassion
5. Justice
6. Trust

In addition to these we have three learning behaviours: determination, communication and curiosity.

The ethos values and the learning behaviours are our school expectations against which the behaviour of everyone in our school is considered. A Class Code of Conduct is agreed by each class at the beginning of the school year to enable success for all. This is part of the Relationship and Health Education (RHE) discussions held.

Pupils are encouraged to be aware not only of their own needs but also those of others. We aim to develop values of **respect, tolerance, self-control** and a **sense of responsibility**.

As a Church of England Primary School these are key Christian values to encourage our pupils in a way to behave. These values are promoted throughout every aspect of our school life, not only our RE teaching and Collective Worship, in order to support our behaviour management process.

Children are expected to move quietly and sensibly around school taking responsibility and showing respect for all. They are expected to enter and leave Collective Worship without talking so as to be ready for learning.

These important values can only develop in an atmosphere of support and understanding. It is the duty of all staff and parents to promote this atmosphere and to lead by example. Within this caring atmosphere discipline is firm yet sympathetic.

All staff

1. **Meet and greet** at the beginning of the day.
2. **Model** positive behaviours and build relationships.
3. **Plan** lessons that engage, challenge and meet the needs of all learners.
4. Use a **visible recognition** mechanism throughout every lesson.
5. Refer explicitly to the **School Values and the Learning Behaviours**
6. Be **calm** and focus on positivity and prevention before sanctions.
7. **Name** the behaviour so the children can learn what good behaviours for learning look like.
8. **Conclude** the day positively

4. Learning Values

The school has three learning values. Determination, Curiosity and Communication. The aim is for these to be explicitly taught and used throughout the curriculum to enhance the children's behaviours for learning. There is a shared language across the school for each of these values to enable all stakeholders (governors, staff, children and parents) to understand what they mean.

5. Rewards – Whole School

The main focus of our behaviour management is to praise positive actions by catching the children doing the right thing and rewarding and celebrating their good behaviour.

Use of the Shooting Star and Star visual peg system for behaviours for learning

- Any child on the 'Shooting Star' at the end of the day receives a 'Golden Ticket'.
- The pegs of the children who are on the 'Star' are put into a box and one child is chosen randomly to receive a 'Golden Ticket'
- All 'Golden Tickets' are put into the 'Golden Box' kept in the school hall. In Friday's Celebration Assembly one 'Golden Ticket' is pulled out and that child is able to choose a prize from the Celebration Assembly basket

Use of Dojo points/House points for school values and being well-mannered

- Dojo points and House points are given (one at a time) for good behaviour choices linked to the school values and a positive approach towards learning. Staff give Dojo points through the website/app. Parents who have registered with 'Class Dojo' are alerted of these points
- Children who are on the Shooting Star at the end of the day receive four house points and those that are on the Star at the end of the day receive two house points.
- Dojo points and House points can be given through the school day but also when reviewing the children's books
- The winning House at the end of each term enjoys an afternoon reward

Additional awards

- Headteacher Awards given in Celebration assemblies
- Certificate given in Celebration assemblies for a pupil in each class who either demonstrates the school value of the half-term or one of the learning behaviours
- Presentation pencil given in Celebration assemblies to a pupil for each class for demonstrating care and thought in their presentation in learning
- Half termly yellow Celebration Certificates
- School value stickers are given out by staff to recognise children who are demonstrating the school value of the half-term
- Half-termly Celebration tea-party
- Wow Work Board
- Stickers

6. Interventions and Sanctions

In the event of inappropriate behaviour, the behaviour is disapproved of and **not** the child.

Class-teacher/Early Years Assistant Intervention – Early Years Centre:

The consequences for inappropriate behaviour will be immediate and relatively short and parent/carers will be informed of any inappropriate behaviour at the end of the day

- Verbal reminder that the behaviour is inappropriate and an explanation of why
- If the behaviour continues, the child will be asked to move to a quiet space to think about the choices they have made and how they could improve their behaviour. Reception children have a 5 minute sand-timer and pre-school children have a 3 minute sand-timer for 'time-out'.
- After they have had 3/5 minutes 'time out', if they repeat the same behaviour they instantly have 'time out'.
- On the third occasion on the same day, if appropriate, they are removed from class and spend 10 minutes in another class.
- We have a 'zero-tolerance' of swearing, biting, verbal or physical abuse. If this occurs a yellow card will be given.

Class-teacher/Teaching Assistant Intervention - Key Stage 1 & 2:

- Non-verbal reminder (re-direction) if appropriate
- Verbal reminder of appropriate behaviour and successful approaches to make the right choice throughout the learning session (this may be shared with the class)

- If behaviour continues one more time then attune to the child's need and give the child an opportunity to regulate their behaviour. This may involve giving them two to five minutes time out.
- If the inappropriate behaviour continues then give the child a final warning
- The child is sent to another class for 10 minutes with work to complete if appropriate. The child may need to be accompanied by a TA or another child. In this class the child is not given attention. After 10 minutes a TA/Teacher attunes to the child to identify whether they are ready to return to class and learn. If they are not then give the child a further 10 minutes before repeating the cycle.
- When a child returns to class they are given an opportunity to start again. Making a connection with the child after they have re-entered the class is important. However, if their behaviour continues then they are given one warning before being asked to leave the classroom on the second occasion.

Linked classes:

Badgers children will go to Hedgehogs

Hedgehogs children will go to Badgers

Kingfishers children will go to Hedgehogs

Otters children will go to Kingfishers

Squirrels children will go to Otters

Tawny Owls children will go to Squirrels

Woodpeckers children will go to Tawny Owls

If there is already a removed child in a class then another classroom will be tried. If a class is learning outside of the classroom eg. PE then a different classroom will be used.

Communication with parents

- Sent out from class once: class teacher communicates with the parent
Ideally this will be done face to face or through a telephone conversation. If this is not possible then a message will be sent via Class Dojo
- Sent out twice within a week: Class teacher communicates with the parent again.
- Sent out three times within a week or regularly over a half-term: Class teacher continues to communicate with the parent. It may also involve the Headteacher or the deputy headteacher communicating with the parent to discuss the issues

Incidents of children being sent to a paired class are recorded on CPOMS by the class teacher.

Lunchtime Support and Sanctions

Children, if they choose, will have the opportunity to continue their class learning or complete their home learning at lunchtime in a specified room with adult support.

A child may lose some of their lunchtime if they have not:

- Completed their learning to the expected standard

- Completed their home learning to the expected standard (this includes reading learning maths facts)

In addition to this, a teacher may choose to ask a child to stay in through their breaktime to complete their learning to the expected standard

Yellow Cards (a separate system to the Star Chart and is given for more severe behaviour):

Yellow cards can be given by a Lunchtime Supervisor, a Teaching Assistant, a class teacher, the Deputy Headteacher or the Headteacher and can be given at any time of the school day. Teaching Assistants and lunchtime supervisors will report incidents to the class teacher, Deputy Headteacher or Headteacher so they have all the facts to share with the parent/carer.

A yellow card can be given for any one of the following (a child may receive more than one yellow card at a time depending on their behaviour):

dishonesty, physical aggression, verbal aggression, swearing, defiance, intentional/deliberate vandalism, spitting

A Yellow Card will stay active for 5 days.

One Yellow Card means:

- parents are informed ideally face to face or through a telephone conversation. If this is not possible then a message can be sent by Class Dojo
- a log of the incident will be recorded on CPOMS notifying both the headteacher and deputy headteacher
- The child loses 10 - 12 minutes of playtime to reflect on how to make better choices next time.

Two Yellow Cards mean (received within 5 days of the first):

- parents are informed, following the same procedure as one Yellow Card. A log of the incident will be recorded on CPOMS and both the headteacher and deputy headteacher will be informed.
- The child is not allowed to play in the playground for two days, both morning and lunch break except for the last 2-5 minutes of the breaktime/lunchtime so they have an opportunity to have exercise and therefore be calmer in the classroom for the next session.

Three Yellow Cards mean (received within 5 days of second):

- As above
- Parents/carers may meet with the headteacher/deputy headteacher and other adults if appropriate. Depending on the behaviour, this could lead to an internal or fixed-term suspension. A Behaviour Management plan may be devised.

Supporting Staff

If a child will not respond to what is being asked of them then:

- 1) Give the child between 2-5 minutes to do as they have been asked.
- 2) Swap with another adult if possible
- 3) Swap with an ELSA if possible
- 4) Ask for the headteacher, or the deputy headteacher to support

Demonstrating Respect

Pupils are expected to demonstrate respect throughout the school day. If children are seen not to show this then they may lose some of their breaktime or lunchtime as shared in the examples below:

- If children are talking through Collective Worship then the class teacher will be informed and those pupils will lose 5-10 mins of their breaktime the following day
- If a child is not treating the playground equipment with respect or is standing on a bench, etc then adults will ask these pupils to have a 2-5 minute time out standing at a specific place by the adult for them to consider their behaviour choice.
- If children are seen to be disrespecting the school property either in the classroom or the school corridors then they will miss 2-5 minutes of their breaktime/lunchtime with their class teacher

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site eg. when representing the school in a sporting fixture or on a school trip.

Representing the school is an honour and children may not be allowed to attend trips or events if their behaviour causes concern of safety for all

Headteacher/Deputy Head Intervention:

This can be an immediate step for serious behaviour incidents as below:

Swearing at staff, assault, racism, homophobic comments, vandalism, leaving the school without permission, having a dangerous weapon, consistent defiance or inappropriate behaviour.

The headteacher or deputy headteachers contacts parents and the child may receive an internal suspension or a fixed term suspension. The police may be informed.

Leaving the school site

If a child leaves the school site without permission, the following procedure is followed:

- The parents are informed
- The police notified that a child has absconded/ gone missing
- The Headteacher/ Deputy Headteacher or, in their absence, a member of the Senior Leadership Team will make a decision about the next step.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

PUPILS WITH SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS

We acknowledge in exceptional circumstances there are some children who have social, emotional and mental health needs which make it very difficult to integrate into the general life of the school, including its normal rules and routines.

The following is a plan of action to support adults and children when the usual behaviour management strategies have failed and the unacceptable behaviour of an individual is disrupting the education and well-being of the majority in the school.

1. The class teacher and the deputy head/SENDCo and or headteacher will meet to discuss the current behaviour management plan and provision in place
2. There will be a discussion with parents about ways forward.
3. The SENDCo will explore any external agency referrals or support
4. Alternative arrangements for playtimes and lunchtimes may be put in place
5. The pupil may be removed from their class for a set period of time. The class teacher/s will remain responsible for organising learning and work for the child and monitoring their progress.
6. The point at which children will be re-integrated into the normal school routines will be dependent on the review process, progress and agreement between the headteacher, class teacher, parents and external agencies.

7.Pupil transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings to discuss each pupil's strengths and areas for development. The SENDCo may also create a transition book for pupils with specific needs to support this transition.

8.Training

Our staff are provided with training on de-escalation strategies, emotional coaching, managing behaviour, including proper use of restraint, as appropriate. In support of this, the school also uses the zones of regulation approach

Language stems and approaches to support with managing emotions and behaviour:

- I wonder if you are feeling I can see your face is very red and wonder if
- Share a positive of the child – The learning in your book yesterday was fabulous. I told ... as I was so impressed.
- Use of distraction – The trees are beautiful at this time of year.
- How can I help you?
- I can accept as long as you can accept

Please see Appendix 2 for further information on de-escalation strategies

9.High Expectations of Good Manners and Consistency in the use of Language

In line with our whole school approach for Oracy we expect this too from the children through all aspects of the school day. Modelling from staff is crucial to support children's language development as well as high expectations from all adults. If children do not use the appropriate manners or the expected language structure for their age and ability (eg. "Please could I have the fish." when receiving their lunch / 'Go toilet' - 'Please can I go to the toilet') then the adult would model to the child the appropriate language for them to then repeat when appropriate. Whilst also improving the manners and respect across the school this will also enhance the language and sentence structure of the children.

In addition to this, pupils will be encouraged to use their oracy skills to deal with situations themselves and use sentence stems such as:

- 'Stop. I do not like it when'
- 'I feel really happy when we share
- 'I feel cross when you say those words..'

If pupils share with an adult regarding a situation they will be asked if they have used one of these sentence stems first. If not, they will be encouraged and supported to do so.' If an adult discovers that a pupil has ignored a request from another child who has tried to deal with a situation themselves then they will be given time out (a place to sit/stand on the playground/field) for 3-5 minutes depending on the age of the child. This links to the sanctions shared previously for when a lack of respect has been shown.

10.Mobile Phones

When children need to bring a mobile phone to school they will take it turned off to the school office before school starts and then collect it from there at the end of the day. Children are not allowed to wear smart watches in school.

1:1 teaching assistants who support pupils with complex SEMH needs may carry a school mobile phone with them so if they are in need of emergency assistance they can ring the school office. These mobile phones can be collected and returned to the school office each each.

11. What is bullying?

In partnership with the NSPCC our definition of bullying is:

Several Times On Purpose (STOP)

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying is deliberately hurtful behaviour. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves. We believe that there are a number of types of bullying:

Emotional: excluding from a group, tormenting, ridiculing, humiliating

Physical: hitting, punching, pinching, kicking or taking someone's belongings.

Verbal: name-calling, insulting, indirect bullying, through spreading stories about someone, threats, making fun of someone.

Racist: racial taunts, gestures, making fun of someone's culture or religion

Sexual: unwanted physical contact, sexually abusive, homophobic or sexist comments

Cyber: setting up hate websites, offensive emails and text, inappropriate use of social media; including computers, tablets and mobile phones

Bullying is not:

It is important to understand that bullying is not the odd occasion falling out with friends, name calling, arguments, or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

12. Roles and responsibilities

12.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviours for learning policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

12.2 The headteacher

The headteacher is responsible for reviewing this behaviours for learning policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

12.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS or on a separate document (provide by the SENDCo) if appropriate
- The senior leadership team will support staff in responding to behaviour incidents.

12.4 Parents

Parents are expected to:

- Support their child in adhering to the school's Ethos Values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

13) Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
 - Incidents are recorded in the log book which is kept in the Headteacher's office and parents/carers are informed.

14) Confiscation

We will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

15) Fixed -Term Suspensions and Permanent Exclusions

The headteacher/deputy headteacher or teacher in charge have the power to suspend a pupil from school. The headteacher may suspend a pupil for one or more fixed periods, which, when aggregated, do not exceed a total of 45 days in any one school year. Fixed term suspensions will normally be from one to five days. This length of time ensures an effective re-integration for the pupil. The headteacher may also exclude a pupil permanently.

If the headteacher suspends a pupil, the parents must be informed immediately, giving clear reasons for the suspension and a letter sent, outlining the reason and the procedures. In the letter to parents the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.

The headteacher must inform the Local Authority and the governing body about any fixed-term or permanent exclusions. The governing body itself cannot either suspend a pupil or extend the suspension made by the headteacher.

The governing body has a Disciplinary Committee. This committee considers any suspension or exclusion appeals on behalf of the governors. When an appeals panel meet, they consider the circumstances in which the pupil was suspended or permanently excluded and any representation by the parents. The Disciplinary Committee consider whether the child should be reinstated and the headteacher must comply with this ruling.

16. Links with other policies

This behaviour for learning policy is linked to the following policies:

- Safeguarding and Child Protection policy
- Anti-Bullying policy
- Use of Reasonable Force Policy
- Special Educational Needs (SEND) Policy
- Attendance Policy

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected , and learn free from the disruption of others
- All pupil, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviours for learning policy
- The behaviours for learning policy is understood by pupils and staff
- The exclusions policy explains that exclusions/suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and fixed-term suspensions
- 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 governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board biennially.

Appendix 2 – De-escalation strategies

Strategies to support emotional development and prevent challenging behaviour in the longer term:

- Fresh start each day (don't talk about past difficulties) except where a sanction has to be served;
- Small breaks when needed;
- Opportunities for lots of physical exercise;
- Play opportunities and outdoor play with full engagement of adult (to process past traumas);
- These play opportunities are a provision and not used as a reward or taken away as a sanction;
- Creative arts that are open ended with no end product specified i.e. paint, clay, model making etc. (therapeutic);
- Prepare for change/transitions so the child is clear about what is happening;
- Visual timetable;
- Play with one other child, gradually building up the numbers;
- Differentiation of work- simplify this down, or make it practical/play based so they can work independently;
- Small achievable chunks of work-based tasks;
- Scribe for written work, or alternative recording if needed;
- RHE work if the child is able to access it;
- Simple home/school communication;
- Major incidents discretely communicated to the parent;
- Ensure child always has an activity to do. Open/waiting/unstructured times may be difficult;
- Safe place identified where the child can go when they feel angry;
- Calm box with calming activities.

A selection of possible strategies that can be used during an aggressive incident:

- Be aware of the 'anger mountain' and that it can take hours to calm down after an incident;
- Identify triggers and warning signs to intervene early and encourage calming activities;
- Encourage use of safe place/calming activity;
- Calm, controlled and empathic response from trusted adult;
- Give empathy i.e. 'I can see you're angry' or 'I wonder if you are upset because....';
- Keep language short and simple;
- Don't lecture/put down/interrogate;
- Non-confrontational - leave them a way out with dignity;
- Negotiate a simple alternative - be flexible;
- Simple positive choice;
- Always show you care, even when things are not going well;
- Only key staff involved who the child trusts (don't over crowd them with too many adults);
- Seek help from another member of staff if things are not working;
- Positive talk - tell the child what to do rather than what not to do i.e. 'Put the stone down' instead of 'Don't throw the stone';
- Try to distract/diffuse;
- Try not to take what they say personally - they are just communicating their distress. The behaviour has come from a feeling - probably anger or anxiety;
- Remember body language - give them space and time;
- Model positive behaviour and politeness yourself;
- Many children do not feel comfortable with touch and so physical restraint should only be used as a last resort for serious safety reasons;
- Establish an emergency procedure - use of phone/ walky talky if necessary.

De-briefing after an incident:

- To be kept as brief and simple as possible (too much language will confuse);
- Allow enough time for the child to be calm (can be next day or so);
- Best done with key trusted staff;
- Don't insist on them saying 'sorry' (a very complex emotion) - instead try 'How can we make things better' and move on if they cannot cope with this;
- Don't talk about the negative behaviour to others in front of child;
- Move on quickly and make a fresh start;
- Keep it simple and brief -What happened? What could you have done? Cartoon style drawing may help (if they are able to);
- How could we have helped you? Or, what would have helped?(if they understand this);
- Adult can say 'I felt sad when you...';
- Repair and rebuild relationship;
- If needed complete a record on CPOMs (adults only) after the event.

