Clifford

ALL SAINTS

C of E Primary School

Behaviour for Learning and Relationships Policy

Kindness   Perseverance   Action   Teamwork

Contents

Dates

- This document is a statement of the aims, principals and strategies for behaviour at Clifford All Saints Primary School.
- It was developed and agreed by the IEB during Summer 2022 and will be reviewed in Summer 2023

Rational/ statement of intent

Our school is committed to creating an inclusive community in which children and adults treat each other with respect and consideration so that everyone can learn, achieve and be successful. We actively strive to create an ethos and environment supportive of learning and emotional health and well-being.

Our School Vision applies to everyone and was negotiated with children, governors, staff and parents. It helps to create a respectful, safe and thriving learning community. The school values uphold the school vision:

A community rooted in learning, creativity and love. Demonstrated through our core values of kindness, perseverance, teamwork and action.'

Aims and core values

Through our work we aim to ensure that all children treat others with **respect, tolerance** and **kindness** regardless of faith, ethnicity, gender, sex, age, disability, gender reassignment and other protected characteristics. Diversity will be understood, celebrated, and welcomed. Alongside our behavioural expectations, we encourage our children to demonstrate Learning, Creativity and Love through the core values:

Kindness- showing kindness to all

Perseverance- trying our hardest in all areas of school life

Teamwork- working together, learning together

Action- we are active members of our school and wider community

Responsibilities

We teach our children to take responsibility for their behaviour choices and to care about ourselves, other students, parents, teachers, belongings, our school and equipment. Here are some examples:

We try to 'put things right' when our behaviour causes others hurt, disadvantage or disrupts learning. This is done through a child centric way that feels appropriate to individual circumstances. This process should never cause shame and embarrassment to the involved parties. We should all:

- Help and encourage others
- Try our best
- Be honest and fair
- Be polite
- Respect other viewpoints
- Be on time
- Be understanding and inclusive of others
- Stay Safe

Rules

To help protect our **rights** and to encourage **responsibility**, we have basic rules for our classrooms and for times when we are out of class. These rules are common throughout school. We recognise that clear boundaries support children to feel safe and supported.

Talking
- We listen to others
- We put up our hands and do not shout out
- We use kind words

Learning
- We work at an appropriate noise level for the task
- We try our best

Moving
- We walk quietly and safely in and out of school

Treatment
- We are polite and friendly to each other
- We share things
- We help each other
- We use our outdoor space and all resources appropriately

Problem
- We solve problems by staying calm and talking to each other
- We ask for help when we need it

Safety
- We use equipment safely
- We do not bully, fight or hurt other people

Responsibility of practitioners in school

Encouraging behaviour for effective learning is the responsibility of everyone in school. We will do this by:

- Offering stimulating teaching which invites children to engage and participate actively
- Celebrating effort, achievement and attainment
- Building an ethos of praise and affirmation
- Applying a growth mindset to overcome challenges
- Having clear and consistent high expectations of learning behaviour
- Understanding why children choose to use challenging behaviour
- Using consistent whole school, behaviour management strategies
- Creating and sustaining a high-quality school environment
- Acting as positive role models in our own relationships with children, parents, carers and staff
- Working with parents and carers to share our behaviour strategies
- Encouraging children to make good choices and take responsibility for their own self-discipline
- Helping children to use a restorative approach (putting it right)
- Teaching our children strategies to manage behaviours which distract them from learning
- Teaching the qualities of learning: The 5Rs (Resourcefulness, Resilience, Reciprocity, Risk-Taking, Reflectiveness)
- Providing additional social and emotional learning support for vulnerable pupils
- Monitoring rates and patterns of behaviour which impedes learning
- Clear and appropriate modelling of social behaviour and communication from adults
- Use of use visual cues and Makaton to promote good choices (e.g. 'Good Sitting' and 'Lining Up' Communication In Print prompts).
- Positive language outweighs negative language e.g. 'caught you doing something good'
- Supportive culture from adults e.g. 'I can see…'
- Recognising the impact of trauma and adverse childhood experiences on children's behaviour.
- Teaching specific social and emotional aspects of learning

As a result of these actions children develop the following learning behaviours and achieve more:

Emotional:

- **Attentive to directions, listening to the teacher**
- **Names emotions and expresses them with increasingly accurate vocabulary**
- **Manages impulses of personal behaviour**
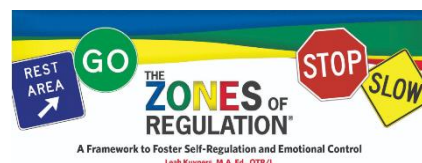- **Shows pride in successes**

Social:

- **Focuses on learning in class and can articulate this**
- **Attentive to directions, listening to the teacher**
- **Shows empathy and appreciates diversity.**

Cognitive:

- **Organises time and space for own learning**
- **Sets goals and monitors own progress, reflecting on next steps, successes and difficulties.**
- **Talks purposefully with peers, valuing other opinions: children will become critical thinkers.**
- **Shows resilience particularly when tackling challenging learning tasks and experiencing possible failure.**
- **Shows resourcefulness, selecting strategies or resources which support them in their learning.**

Zones of Regulation

Throughout school we use the Zones of Regulation to support children in understanding and recognising their emotional responses.

My Zones of Regulation - Sample

	BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
How I look or act	I sigh or pout I yawn, stretch, rub eyes I have a sad face, I cry I move slowly and rest	I sit up straight I look around me I make eye contact I smile	I wiggle and squirm I frown and glare I act silly or wild My muscles get tight and my heart beats faster	I cry I yell or scream I stomp or bang on things I lose control
What do I need to do?	Get my energy up. Get more engaged.	I'm good. I'm ready to learn and connect.	Use some strategies to settle back down into the green zone.	Use some strategies to calm down!
What could I do that would help me?	Stretch Walk around Get a drink of water Ask for a hug Tell someone how I feel Think happy thoughts	I'm doing well I can play or learn I could help a friend I could help a grown-up I can practice a calming strategy so I'm better at using it when I need it	Count to 20 Take deep breaths Think about a safe place Squeeze/press something Jump or dance or run Tense & release muscles Write, draw, talk about it	Stop what I'm doing Walk away Be safe Ask for a break Get help

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

How do we use this in school?

- Each classroom has 'turn around area' in which the zones of regulation toolkit (similar to above) is displayed. Pupils are free to access this whenever they need to and have been shown how to use specific resources to promote better self-regulation.
- Teaching staff in school use 'wellbeing checks' during morning and afternoon registers where the children decide which zone of regulation colour they are feeling. This is monitored by the teacher to support each child efficiently.
- Individual children may have their own version of the zones of regulation and additional intervention to support them when expressing how they feel and how they are responding to different situations.
- As above, staff discuss the zones of regulation by ensuring they remain calm, give processing time, and show an awareness of space, intonation, and use of voice.
- Pupils are also given 'turn around time' to support their emotional wellbeing and to de-escalate situations.

Rewards

Golden Moments

Across school we have golden moments. All staff are able to give out **'golden moments'**. These are then collected on a classroom chart. When the whole class has received 20, they are able to choose a simple, whole class reward. This might include a short extra playtime, an opportunity to play games as a class or to watch a short film. Golden moments should not be given for typical, expected behaviours like good manners. They should be given for occasions where children are going above and beyond.

In addition to 'golden moments' year groups across the school will also have additional rewards:

Year 1 to Year 4

> The children use the dojo points system to collect points for displaying our school values, positive learning behaviour and effort. Each child will be on their individual journey and will redeem their points for a small prize or certificate.

Upper Key Stage Two

In KS2 classes, there is a linear, personalised system in each class. When the children reach the end of this they receive a small prize.

Weekly Awards assembly

At the end of each week, there is a special sharing assembly in which children are given recognition and receive a certificate for displaying the **school values** and to recognise **academic achievement**.

Consequences and sanctions

For the vast majority of children, the behaviour policy can be followed rigorously which supports consistency and fairness. However, all staff exercise flexibility to meet individual needs. Where possible, we keep to planned routines and manage situations to avoid creating stress for our children.

When managing inappropriate behaviour or helping to resolve conflict, our staff speak in a measured, calm voice. We consider the child's experience on their behaviour and recognise that their behaviour is a form of communication. Wherever possible, we refer to our School Values. This reinforces consistency and helps the child to be responsible for their behaviour and to seek to 'Put Things Right'.

The emotional health and well-being of our children is of paramount importance. We inform, consult and discuss strategies with parents and carers when there are persistent inappropriate behaviour incidents involving their child.

Sanctions

1. If the School Values are broken the child would be given a verbal warning and the member of staff would state, why and how they have broken the School Values and inform the child of an appropriate behaviour choice.

   These include:
   - keeping children in at break and lunchtimes if appropriate
   - time out in other classes if appropriate
   - catching up on missed learning

Repeated/serious behaviour
- internal exclusion (following intervention from SLT)
- the final sanction of exclusion (see exclusion policy)

Team Teach

From 3.9.21 Staff are trained in Team Teach techniques. Through Team Teach, Staff learn how to:
– Promote the least intrusive positive handling strategy
– Understand how to exhaust all verbal and non-verbal de-escalation strategies before positive handling strategies are used
– Ensure you can respond to disruptive, disturbing or aggressive behaviours while still maintaining a positive relationship
– Reduce the number of serious incidents involving physical controls by exhausting behaviour management strategies
– Increase staff awareness concerning the importance of recording, reporting, monitoring and evaluating every incident which involves positive handling
– Ensure a process of repair and reflection is in place for both staff and children

Accessing Support

All staff know that if they need support, it is available. In particular circumstances, a change of adult may be appropriate and staff know that they have flexibility in support each other with this as well as seeking support from SLT.

De-escalation Techniques

We look for opportunities in school to de-escalate any situations where a child is angry or upset. When supporting children, we refer to the zones of regulation throughout. Staff follow this guidance to support them through this process:

Take time to validate the emotions of the distressed child. If a pupil is visibly angered or upset as the lesson starts, rather than quickly addressing them with the school behaviour policy or using the language of punishment e.g. with a "warning", it is much more effective to say, "I can see you are upset at the moment, but just give me two minutes to get the lesson/ activity started and I'll come and check in with you."
Talk to the child about which 'zone' they are in and how that is having an impact on how they feel or are responding to a specific situation.
Look for opportunities to calm the situation or distract the child if they are particularly upset. Bring them to have a time out in a safe space or go for a walk with an adult
If you call on a colleague or senior leader to support, do not explain the whole situation in front of that colleague. If you see a colleague dealing with a pupil and it is not going well, do not be afraid to offer to support. Sometimes a new face can put a whole new spin on the situation and will allow the child to connect and regulate with a new member of staff.

- Respect personal space while maintaining a safe position.

- Establish verbal contact.

- Be concise; keep the message clear and simple.

- Set clear boundaries and expectations for the young person

- Offer choices and optimism.

- Timing is key when going back to a pupil to reflect on behaviour that may not have been favourable. Don't expect them to be able to 'put it right' straight away. Instead revisit the incident when the child is ready.

Routines for dealing with unacceptable behaviour

There is a need for consequences, in order to inhibit behaviour, which does not meet expectations. Sanctions are hierarchical.

There are four initial responses to unacceptable behaviour:

Reminder: inform the pupil what is the expected behaviour and reflect on what they are doing which does not comply.

    E.g.
- Simple, brief directions (finish with thank you or please)
- Rule reminders (simple reminders or restatement about the class rules)
- Simple choice (in bag or on my desk, thank you)
- Casual or direct question (avoid 'why?', 'what are you doing/ what should you be doing?')
- Redirect (not an argument)

Turnaround time: give opportunity to the pupil to access the 'turn around' space and use zones of regulation strategies to help them become 'learning ready'.

    E.g.
- Acknowledge the emotion (I can see you are in the yellow zone and perhaps feeling….)
- Offer strategies (If we are in the yellow zone, we can….)
- Discuss with the pupil what is causing them to be unregulated and how you can help

Warn: the teacher has noticed a continuation in the unacceptable behaviour and informs the pupil that if it continues action will be taken.
E.g.
- Acknowledge the behaviour, explain the impact and then define the consequences for continued, repeated behaviour.

Sanction: an action, which emphasises that continuation of the behaviour will not be tolerated. E.g., move seat, time out or make up for missed learning during break or lunch times.

Using time out
Different forms of time out that may be used in school.

1. Cooling off or calming down for five minutes in an allocated space. At the end of the lesson, the teacher will talk to the child about the incident (Repair and Reflect) and missed learning time will be made up by the pupil in his or her own time if this is felt appropriate, depending on the circumstance.
2. Removal from class for serious incident that cannot be resolved in the classroom. A member of SLT will remove the child from the class, give them time to calm down in the office, talk about the incident and then take them to another class where they will stay for the teaching period. They will make up lost learning time in their own time if this is felt appropriate, depending on the circumstance.

Repairing what happened (making it right) and reflecting on what happened (talking about what happened with an adult) is a very important element of our behaviour management. All staff ensure that after every incident there is an opportunity to repair and reflect thoroughly with the child/children to ensure they understand what happened, what they could/should have done/what they could do next time should a similar incident occur.

Serious incidents such as the use of racist language (Please refer to equality and diversity policy)

In the event that it is deemed that there has been a serious incident including racism, the child who was the perpetrator will spend the day out of their classroom to allow them to fully understand the gravity of their actions. This is for themselves and their peers. They will be supported through post incident learning.

Post Incident Learning

All Staff are currently being trained to provide Post Incident Support (PIL) after all behaviour incidents.

Staff spend time with children following an incident of negative behaviour and use three question prompts:

1. **Listen: What happened?**
2. **Link: How did this make you feel?**
3. **Learn: Next time you feel this way what could you do?**
4. **Let's put it right**

Staff provide visual support to help children reflect on these questions when necessary.

Post incident Learning helps children to reflect on and change the way they react in different situations rather than repeating the same behaviour choices.

Helping Vulnerable Children

Small group work, individual incentives and targets and support from external practitioners e.g. TAHMs, play and art therapists helps them to practise their calming down tricks and social skills and to achieve success in their learning. Individual children with SEND are also supported by the Senior Leadership Team.

Behaviour plans

Where necessary a behaviour plan may be set up to identify behaviours that are causing concern and strategies to support these children. Behaviour plans are developed in partnership with parents and carers.

Bullying

Everyone has a right to learn in a safe school. We teach our children that bullying is always wrong and we do not tolerate it. Bullying is targeted, persistent behaviour which hurts, threatens or intimidates others. We encourage our children to tell an adult if they or others are being bullied. All members of our school community are taught to identify bullying behaviour and to be proactive in preventing and dealing with it. (See Anti-Bullying Policy)

The Head Teacher reports the number of bullying incidents to Governors every term and reports annually to the LA.

Each year children take part in Anti Bullying week and children are taught to recognise signs of bullying and how to respond if they are worried about bullying behaviour.

Whole School Strategies and Procedures

PSHE and RSHE Curriculum

Our curriculum complies with statutory guidance. P4C Philosophy for Children is also used throughout school. These approaches secure high engagement in learning and encourage our children to think creatively, collaboratively and critically. P4C is inclusive and ensures that all learners can achieve success.

Please see our RSHE and PHSE policy for full information.

Assembly and Collective Worship

Our assemblies have a strong focus on creating a caring, collaborative community. They are a forum for supporting our PSHE work and a time to promote and celebrate understanding, tolerance and an interest in the beliefs and culture of the whole community. We expect our children to walk quietly into assembly and to sit and listen to the calm background music. Assemblies are not passive. We encourage our children to listen, reflect, sing, and to take turns in showing and explaining their ideas and work.

Collective worship is an important part of school life at Clifford All Saints. It provides children the opportunity to learn, reflect, pray and praise. Our distinctive Christian ethos means children are given the opportunity, without compulsion, to grow spiritually through prayer, stillness, worship and reflection.

For the first two terms of the year, our EYFS children only attend special assemblies, although class based worship and personal development prepares children throughout the year and supports behaviour and attitudes

Physical Environment

We show our children that we value and care for them by taking pride in our physical environment. We care for and manage our buildings and resources to the best of our abilities. We present our children with quality resources and display and celebrate their work with care.

Moving Around School

We all walk calmly and use our inside voices when moving about inside school. When moving around school, lining up for dinner and during tidy up times we teach our children to keep to their own personal space. Children are expected to hold doors open for adults in school.

Outside Learning Times
Duty staff and Playground Leaders work together to ensure that all children enjoy a happy and safe playtime. Teachers meet their class at the playground and lead them inside in an orderly line.

This process ensures no learning time is lost and makes transition times calm and orderly.
Children and adults supporting educational visits are clearly informed about expectations of behaviour. There will be sufficient adults on these visits to allow 1:1 support if a child is not able to meet these expectations. The principles of this Behaviour Policy would apply on all Educational visits. There are regular meetings between the SLT, teachers, teaching assistants and Lunchtime Supervisors to discuss their role and the best ways to engage children during outdoor learning times.

Lunchtimes

We sometimes play music in the hall and allow children to sit with their friends so that the dining experience is a positive social time. Our Lunchtime Supervisors encourage the children to be well mannered and praise them for remembering to say please and thank you. The Lunchtime Supervisors identify children that they have observed consistently following the school values during the course of the week and reward them using the Golden Moments reward system.

 Class teachers and Lunchtime Supervisors identify and monitor children who need support to enjoy safe and social times at lunchtimes or who find it difficult to eat their lunch. These children are recorded on Child Protection Software.

Lunchtime supervisors also have regular meetings with the Deputy Head to discuss behaviour management. Some children need support to experience happy, safe lunchtime play.

Monitoring

All staff monitor and record behaviour which impedes or disrupts learning. Staff record incidents on CPOMS. This is then reviewed by the SLT to monitor frequency and to look for patterns or triggers. Teachers have a half termly inclusion meeting with the Head Teacher and Deputy to discuss the learning and progress of each child. Factors which may result in adverse behaviour (e.g. health, changes in home circumstances, attitudes and dispositions, attendance and punctuality) are discussed. This enables vulnerable children to be identified and helped with targeted interventions e.g. play therapy, art therapy. Classroom teachers will ensure that other staff e.g. PPA or supply teachers, welfare supervisors, TAs who may work with the class are informed about any behavioural issues and that there is a consistency of approach. Welfare supervisors will be notified of significant vulnerable children, who may need additional support during lunchtime via a confidential welfare supervisor's file and also through CPOMS.