

Behaviour for Learning & Relationships Policy

(Including Written statement of behaviour principles)



Approved by:	Full Governing Body
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Last reviewed on:	Dec 2023
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Next review due by:	Dec 2024
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Related policies: *Anti-Bullying Policy, Safeguarding Policy.*

Ethos

Ready, Respectful & Safe

It is our mission to support *all* children in developing behaviour for learning and life through our ethos of always being *READY, RESPECTFUL and SAFE*. Through our teaching, these expectations promote outstanding behaviour and attitude to learning at all times. We support all children to conduct themselves according to these values through strong relationships, nurture and high quality, tailored education.

“Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.” Rita Pearson

SCHOOL RULES - CODE OF CONDUCT

Pupils are expected to follow the 3 rules READY RESPECTFUL SAFE:

READY

- Arrive promptly to school
- Have the appropriate equipment ready for the day
- Be in the right mindset for learning
- Wear the correct uniform at all times
- Behave in an orderly and self-controlled way

RESPECTFUL

- Show respect to members of staff, each other and themselves
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

SAFE

- Refrain from physical and verbal abuse towards pupils, staff and visitors
- Keep yourself and others safe and report any incidents or concerns to a member of staff asap
- Use taught strategies and knowledge of self and the brain to support self-regulation

OVERVIEW

Outstanding behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance about what is expected of them. All of this will be undertaken in a TRAUMA INFORMED manner. We will work in partnership with parents to ensure that the school's values become central to the lives of learners. Throughout the implementation of this policy, practice and procedure, we will ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

TRAUMA INFORMED PRACTICE

This is a dynamic and developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development. We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationships with children to support their development. We are also aware that positive change can occur through understanding the child's history of adverse childhood experiences and current life circumstances. We know that strong, safe relationships are key and children suffering from Adverse Childhood Experiences (ACEs) will need to be taught how to behave appropriately and manage their feelings and emotions.

We are aware that life events can introduce episodes, which become interruptions to some children's development and ability to learn effectively. We provide a differentiated provision in response to need with restorative strategies and social and emotional support. We understand that positive, caring relationships are paramount to supporting trauma and behavioural needs and as a result we do not shame, shout at or ridicule children.

Staff have regular training on Zones of Regulation, trauma-informed and restorative practices to support our children to self-regulate and develop their emotional and social skills.

OBJECTIVES:

1. To support children in developing behaviour for learning and life through our ethos of READY, RESPECTFUL and SAFE
2. To create a safe environment where all children can learn and reach their full potential.
3. To ensure that all are treated fairly, shown respect and to promote good relationships.
4. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
5. To build a school community which values kindness, self-discipline, compassion, good humour, respect, honesty, integrity, and empathy for others.

STRATEGIES.

1. The school ethos of READY, RESPECTFUL and SAFE will be promoted at all times by staff and learners.
2. All staff recognise that the most effective strategy to support behaviour is the strong professional relationship between adult and pupil.

3. All will be taught to treat others well and their behaviour will reflect this. This will occur through class-based education and whole school reflection in assemblies and events.
4. All staff are trained in behaviour strategies and consistently follow this ethos. Staff aim to regulate and relate with a distressed child before reasoning.
5. All staff conduct themselves using skills and knowledge of TRAUMA informed and ATTACHMENT FRIENDLY practice. Restorative conversations are conducted and modelled by all staff to support children to identify what has happened, how they might feel, who has been affected and then what should happen next.
6. Children will be taught to recognise and identify their emotions and develop tools to support them to regulate and manage their emotions. This happens primarily through Zones of Regulation*.
7. Children will be taught to be polite, respectful, well-mannered and well behaved.
8. The rewards and sanctions policy will be used sensitively and consistently by staff to encourage and promote good behaviour. Each stage of the process will be conducted in a trauma informed and attachment friendly manner.
9. Each member of staff is held to be responsible for the good behaviour of the children in their care.
10. The leadership team and mentor will involve parents at an early stage when a child is experiencing difficulties and requires support.
11. The leadership team and mentor will involve outside agencies where it is appropriate and seek professional help when there is a fundamental barrier with a child's trauma-based behaviour.
12. In extreme cases a child may be excluded from school by the headteacher in accordance with the Local Authority Children's Service Exclusion and Suspension Guidelines. This will always be a last resort.

**The Zones of Regulation* is an intervention that helps children to recognise and manage their emotions, known as self-regulation. It aims to teach children strategies to help children manage their feelings. Sutton Green aims to teach all children to recognise their emotions, emotions of others and to develop tools to manage their emotions. Sutton Green aims to teach children the skill to self regulate and respond appropriately when dealing with emotions.

LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

DEFINITIONS

We understand that all behaviours are a form of communication and we support children through our calm consistent approaches and trauma informed strategies.

Distressed behaviour can be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Disrespectful tone
- Fight, flight or freeze responses
- Non-compliance

Whilst we recognise and support children through their distressed behaviour, the following behaviours are unacceptable. We are proactive to prevent these behaviours and always protect and educate when these behaviours occur.

Unacceptable behaviour is defined as:

- Repeated breaches of the school rules
- Misuse of a mobile phone or cellular smart watch. (No personal devices permitted in school)

- Any form of bullying
- Child -on- Child abuse
- Any sexual behaviour or language that causes humiliation, pain, fear or intimidation e.g. lifting up skirts or clothing, and derogatory language
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any *banned items*. These include:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Explicit images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

(PLEASE SEE OUR ANTI-BULLYING POLICY FOR PROCEDURES AND FURTHER DETAIL)

ROLES AND RESPONSIBILITIES

The Governing Board

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

The Governing Body will also review this behaviour policy and the Anti-Bullying Policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body in the Teaching and Learning Committee, 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. The headteacher and SLT will also liaise with parents where support is required or when serious incidents occur.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Teaching children about the zones of regulation within classrooms
- Modelling the language to support children to identify their emotions
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- Informing parents where appropriate.
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Behave appropriately when on school premises, as outlined in the Parent Code of Conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Partake in all supportive processes for improvement of behaviour e.g Individual Behaviour Plans.

REWARDS AND SANCTIONS

REWARDS

Class teachers must positively reward children whenever possible, and it is imperative to recognise consistently good behaviour.

Class Dojo

Class Dojo acts as an incentive to ensure consistently good behaviour is rewarded. It is an online tool that uses fun avatar monsters to collect points for each pupil. It is visual, stimulating and fun. Children receive class dojo points for being Ready, Respectful and Safe. Points can be given by any member of staff during any time of the day.

The children are celebrated for the amount of Dojos they earn. Children are expected to earn approximately 80 Dojos per half term. These are given out and celebrated in assemblies and sent home to parents.

Class Dojo Rewards:

80 in a half term	Children receive a bronze certificate.
100 in a half term	Children receive silver certificate.
120 in a half term	Children receive gold certificate.

Celebration Assembly

Weekly assemblies are held every Friday. Rosettes are given out to reward the Sutton Green attributes of being: **S**elf-assured, **U**nderstanding, **T**houghtful, **T**horough, **O**ptimistic, **R**esilient (**N**ever giving up) **G**enerous, **R**espectful, **E**nthusiastic, **E**xcellent, **N**urturing.

Additional Strategies

Other strategies may be used in class such as raffles, secret student etc. But these must always link with Dojo Points.

Head Teacher Awards

These are given out for exceptional attitude to learning and behaviour and are also worth 1 Wow Dojo.

RESTORATIVE SANCTIONS

We recognise that sanctions are an important part of supporting appropriate behaviour. Sanction and restorative practices occur in tandem, where support and reflection go hand-in-hand.

Sanctions are usually the natural consequence of the child’s behaviour. Before a sanction is administered, a scripted and stepped process is followed by each staff member that is based around a calm, consistent and solution–focussed approach. If behaviour doesn’t improve through this process, then a RESTORATIVE CONVERSATION takes place. Each restorative conversation centres on teaching the child the skills needed to improve their behaviour and discusses the impact of the behaviour on themselves and others.

Example of low level behaviour management process:

1.Reminder	Reminder in private to make the right choices, reflect back to task.
2. Warning	Warning in private and further support to improve behaviour.
3. Sanction	Sanction given.
4. Restore and Support	Restorative conversation during their consequence or when calm. Support to improve.

Sanctions and support will always reflect the behaviour. Some of these are outlined below:

Behaviour	Sanction and support
Running in corridor	<i>Remind of SAFE rule, model smart walking. Monitor</i>
Continuous disruption in lessons	<i>Restorative conversation and some time at break or lunch to reflect and complete work where appropriate. Support to find reasons for distressed behaviour.</i>
Disengaged with learning incomplete tasks	<i>Pastoral support if persistent to identify reasons. Short time during break or lunch to complete part of learning with additional support.</i>
Argument or verbal conflict with peers.	<i>Restorative time with an adult to mediate and support. Continue to monitor. Supervised play times or time apart where appropriate.</i>
Disrespect to an adult	<i>Restorative time to educate, clarify and reflect. Parents informed. Support for reasons behind behaviour.</i>
Violence	<i>Education for self-regulation, restorative processes. Missed playtimes until safety is ensured. Close supervision and monitoring. Support for victim. Parents involved. Head or Deputy to oversee.</i>
Confirmed Bullying (See Anti- Bullying Policy)	<i>Parent involvement, plan to support, Supervision for perpetrator including missed social time/events. Exclusion if continued after support. Head or Deputy to oversee.</i>

There is also a system of 'step-out' for children who need some time away from their class with a key adult to regulate, educate and repair. This is a progressive system that includes: learning in school away from peers and formal fixed term exclusions. The Head and Deputy will regard each case based upon the needs of the child (diagnoses, personal circumstances etc.) and can alter the standard procedure accordingly.

Senior Leadership and pastoral leads will work with children who are repeatedly displaying behaviour disruptive to their learning or the learning of others. This supportive intervention will be through a Behaviour Intervention Plan (BIP) - see appendix 1. Written with the support of parents and the input of the child, these plans will be time focussed and monitored regularly to ensure rapid improvement.

The school take all incidents of child-on-child abuse, racist, homophobic, or sexualised behaviour/language extremely seriously. Step-out processes will occur along with Behaviour Intervention Plans (BIP). Exclusions will follow where rapid improvement is not seen after support. Pastoral support plans are put in place for all victims. Parents are involved and informed of these incidents.

If a child uses language they do not understand, this will result in a discussion with the child to educate them further. Parents will be informed of this. These incidents will be logged on CPOMS.

Inclusion

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic or special educational need from being at a disadvantage. Therefore, we believe that a behaviour policy cannot be solely a 'one size fits all' approach. Consequently, our approach to distressed behaviour may be differentiated to cater to the needs of the pupil. We pride ourselves on the support we provide to these children. Separate inclusion plans are implemented to enable these children to ensure their needs are being met. These are reviewed regularly. Systems such as sensory diet programmes, zones of regulation, the engagement curriculum and sensory spaces all support this tailored provision.

These plans have every child's needs as a priority and there are procedures in place to minimise disruption to the learning of everyone. Therefore, any child on an inclusion plan who is unable to cope in class will be supported to continue their learning out of class with a key adult until their emotions are regulated.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child.

Our inclusive environment enables all children to have a 'safe space' in their classroom where they can regulate alone or with support. In addition to classroom safe spaces, we have a fully equipped sensory room and a variety of intervention spaces.

Off-site behaviour

The strategies in this policy may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on their way to school. We also support children who are struggling to be Ready, Respectful or Safe within the wider community.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher or deputy will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Where malicious allegations against pupils are made, pastoral support is given to the pupils involved and the sanction and support procedures are followed accordingly.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct READY, RESPECTFUL AND SAFE. Any other classroom expectations need to be directly linked to RRS

- Consider the impact that trauma has on the way children respond to stressful situations and apply Trauma informed approaches effectively deal with behaviour presented
- Not shout (use an angry loud voice). Raised voices are to be used only as a strategy to prevent harm.
- Develop a positive relationship with pupils, which will include:
 - *Greeting pupils in the morning/at the start of lessons*
 - *Establishing clear routines*
 - *Communicating expectations of behaviour in ways other than verbally e.g. leading by example*
 - *'Praise in public, punish in private' e.g. unacceptable behaviour should not be highlighted or readdressed by another member of staff once dealt with*
 - *Use consistent agreed phrases to de-escalate situations and give pupils time to reflect*
 - *Highlighting and promoting good behaviour*
 - *Concluding the day positively and starting the next day afresh*
 - *Having a plan for dealing with low-level disruption*
 - *Using positive reinforcement*
 - *Use a calm and consistent manner with all pupils at all times.*

Physical restraint

In some rare circumstances, staff may have to 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
- Be recorded and reported to parents

Searching Pupils

If weapons or other harmful prohibited items are suspected or a threat of harm is apparent, staff may need to search the belongings of a child or search their pockets. This will always be carried out with at least two trained adults present.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Parents play a vital role in this transition process and regular communication between home and school is vital, particularly during these transition periods.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development. All staff are aware of where to access independent continual professional development and support is provided for individuals who require a tailored approach.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing board every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Safeguarding 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 pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- 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 Governing Body every year.

APPENDIX 1



Behaviour Intervention Plan Self Assessment Targets



Name	Mentors:		
Marking code.	On target	Towards target	Below Target

Rationale:

There have been a number of incidents involving

Attainment target	Target set	Reviewed	Review	Review
1.				
2.				
3.				

<p>Target setting</p> <p>How will you achieve your target? What/who will support you? How can it be measured?</p>	
<p>Review 1</p> <p>What progress have you made? What has helped you? What are you proud of? How will you continue this progress?</p>	
<p>Review 2</p>	
<p>Review 3</p>	

Attitude target	Target set	Reviewed	Review	Review
1.				
2.				
3.				
4.				

<p>How will you achieve your target?</p> <p>What/who will support you? How can it be measured?</p>	
<p>Review 1 -</p> <p>What progress have you made? What has helped you? What are you proud of? How will you continue this progress?</p>	
<p>Review 2 -</p>	
<p>Review 3</p>	

Signed:

Mentors..... Parents.....

Pupil..... Head.....



Assessment Criteria for Attitude



Name	Mentor				
Assessment		T	R1	R2	R3
Attitude					
Attendance exceeds 95%. Always has a good reason for absences	G				
Attendance exceeds 90%. Usually a good reason for absences	Y				
Attendance is below 90%. Reasons are often inappropriate.	R				
Punctuality					
Always arrives on time and is settled and ready for learning.	G				
Usually arrives on time and is mostly ready for learning.	Y				
Arrives but is reluctant to settle for learning. May try to disrupt others.	R				
Behaviour: classroom					
Excellent behaviour - Ready, Respectful, Safe. Trustworthy and responsible. Considerate to others.	G				
Acceptable behaviour - Ready Respectful Safe. Works hard in most lessons.	Y				
poor/unacceptable behaviour - struggles to follow RRS rules. Distracted and need lots of reminders to make the right choices.	R				
Behaviour: outside the classroom					
Excellent behaviour - Ready, Respectful, Safe. Trustworthy and responsible. Maintains friendships	G				
Acceptable behaviour - Ready Respectful and Safe. Can struggle to make the right choices on occasion but follows adult guidance.	Y				
Poor/unacceptable behaviour- Struggling to follow school rules. Making the wrong choice. Can be aggressive/bully.	R				
Effort					
Consistently good effort, in all lessons self-motivated, pays attention, concentrates, stays on task, tasks completed	G				
Usually good effort. Sometimes may need reminders to stay on task but completes most tasks.	Y				
Minimal effort to tasks. Sometimes refuses to complete tasks.	R				