



## Behaviour for Learning Policy

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## Our Christian Vision

At Silsoe VC Lower School, we are committed to creating an exceptionally positive and motivational learning atmosphere within a happy and nurturing Christian School. We strive to educate the whole child and so, alongside our academic programme of study we also want to ensure that, both socially and morally, our pupils' development is supported. We deliver this through an enhanced, Christian values education, which encourages pupils to take greater responsibility for their behaviour and learning and through absolute consistency in the management of behaviour.

*Our vision is to be an excellent, God-centred, values-based, community-focused school where everyone is welcomed, encouraged and included. Our children will develop as creative, determined learners and responsible citizens inspired to achieve their God-given potential and live life in all its fullness.*

*We will foster understanding, tolerance and forgiveness within our caring Christian community.*

We believe that excellence in behaviour or learning is vital in ensuring that children can flourish, feel safe and participate fully as a member of society.

This policy applies to all areas of school life including Wrap-Around Care facilities and lunchtimes.

## Rationale

Self-control and positive behaviour are necessary conditions for effective teaching and learning to take place. They are also an important outcome of successful education.

Children are taught from the beginning of their journey at our school about the importance of building healthy relationships with others and recognising and managing their feelings. We aim to support and encourage our children to manage their feelings and behaviour in a positive way so that they develop self-control and resilience as they grow into responsible members of society.

## School Ethos and climate for positive behaviour

A supportive and purposeful learning environment is created by enabling children to feel safe, secure and happy in their learning. This is achieved by ensuring children are surrounded by adults they can trust, who will take time to develop positive relationships with them, within a climate of positive attitudes and clear expectations.

Expectations are grounded in the school's values and made explicit to children so that the boundaries are understood. The adults in school have the responsibility of modelling high standards of behaviour, both in their dealings with the children and with each other. Their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;

- show appreciation of the efforts and contribution of all.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Questioning should be aimed at all of the children all of the time removing the option for a child to opt out of contributing and learning. Lessons should aim to develop the skills, knowledge and understanding which will enable all children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Every classroom should have a positive "I can" ethos.

### Aims of Policy

To promote a 'values' based ethos where: -

- Everyone is welcomed, encouraged and included.
- Positive attitudes to learning are encouraged in all classrooms
- Agreed values and clear expectations are established and acted upon positively, fairly and consistently.
- Good behaviour and effort based on growth mind-set principles are encouraged and used as a model for others to follow.
- All members of the school community are treated with respect and consideration to aid our aim of preventing all forms of bullying.
- Property is respected and pride in the school and each other is nurtured.
- Negative attitudes and behaviour are dealt with promptly in a clear, calm, consistent and positive way.
- Parents are fully involved in the process of promoting high standards of behaviour.
- Children are taught to understand that they have a responsibility for their own actions and to contribute to the school community.
- A calm, happy and positive environment is the norm in all areas of the school and on the playground.
- Everyone in our school community is expected to;

**be ready, be respectful, be safe**

### Our Golden Rules:

At Silsoe VC Lower School we have three overarching Golden Rules. These Golden Rules are clear and referred to regularly. Our classroom rules are discussed and agreed with the children and stem from the Golden Rules.

Our Golden Rules are:



### Implementation

At Silsoe VC Lower School we believe that a firm foundation of an excellent school is excellent behaviour and that the excellent behaviour of a school emerges from the way the adults behave and how they adopt our behaviour policy – consistently, persistently and insistently.

- All adults are responsible for the behaviour of all children. Adults should act as good role models and should model our agreed values and school rules at all times.
- School and classroom rules will be agreed, displayed and referred to as a strategy to support positive behaviour choices – these will focus on our Golden Rules of Ready, Respect, and Safe.
- Children will be encouraged to become self-disciplined and reflective. They will be taught to be responsible for their own actions and to develop their confidence, independence and self-control through discussion, role-play and reflection.
- Children will be taught to reflect upon the consequences of negative behaviour. They will also be taught to understand the need to improve inappropriate behaviour choices and they will be helped, within a climate that promotes both forgiveness and restorative justice, to make a new start.
- Children where necessary will have access to a quiet space where they will be supported to co-regulate with a familiar adult to use calming down strategies by a member of staff.
- Parents will be informed of the school's expectations and they will be informed and involved at an early stage if problems occur.
- Work within each class will take account of individual abilities and needs. This will ensure we channel each pupil's enthusiasm positively and it will maintain each individual's self-esteem.
- We will give the child experiencing difficulties time to regain self-control and calm down to reflect on their behaviour choices without disrupting the learning of others.
- We will suggest strategies for improving inappropriate behaviour based on solution focus and emotional literacy guidelines.
- Incidents of inappropriate behaviour will be recorded by the Class Teacher or appropriate member of staff on a written behaviour log, reported to parents and the school's Head of Inclusion and SENDCo if required. The behaviour log will include the A (Antecedent) B (Behaviour) and C (Consequence) so that any patterns can be identified and addressed. Behaviour logs will be uploaded to CPOMS at least half-termly.

- Serious behaviour incidents, including behaviour that requires physical intervention, will be recorded on CPOMS, parents informed and their impact will be evaluated with the Head of Inclusion. Where there are behaviour incidents that significantly and persistently impact on a child's ability to access the classroom environment and/or are a barrier to their learning, referrals to outside agencies such as the Jigsaw Outreach Service will be implemented.

### Rewards

We aim to promote positive behaviour choices and self-regulation through a calm and happy learning environment within the school by giving children who demonstrate our values a high profile. Examples of good behaviour choices and demonstration of positive values, within the classroom and on the playground, will be highlighted and acknowledged as part of our values based approach in whole school worship and within the classroom using Class Dojo. This type of reward helps to identify positive aspects of each child's behaviour and helps to make the children aware of their attributes and qualities and so builds self-esteem.

### Rewards include:

- Praise – this can be a very powerful motivator for the majority of children.
- Recognition of achievements, however small, in front of the group or class or privately according to child's needs
- Class/individual rewards e.g.; Dojo points, stickers
- Head Teacher Awards – a sticker awarded to the child by our Head Teacher for learning, work or demonstration of values, which can be considered outstanding!
- Extra playtime (either minutes added or a separate, extra playtime) awarded
- Recognition at celebration worship through a Values Leaf or Behaviour for Learning star – children take home a certificated in recognition of their award
- Sharing certificates or awards for sport and other achievements outside of school e.g. clubs
- Informing parents/notes home to parents
- Visits to other teachers including the Head Teacher to celebrate achievements, positive behaviour and self-regulation
- A whole school reward system – Class Dojo

## Whole School Reward System

To ensure consistency across the school, we use Class Dojo as our whole school reward system. Class Dojo is a visual system that gives immediate, positive feedback to a child and the whole class. This consistency across the school enables the children to develop their understanding of how their positive behaviour choices are recognised. This whole class approach also promotes teamwork and co-operation within the class.

The Class Dojo reward system is linked to the school rules of Ready, Respect, Safe and Values. Feedback is given through awarding points when children demonstrate positive 'skills' such as 'Ready to learn', 'Respecting others', 'Being Safe', 'On task', 'Showing Values'. The skills and number of points awarded for each skill are agreed by the teaching staff and so will be consistent throughout the school.

Within each class, children are able to receive individual rewards at set increments of points. These increments are agreed by the teaching staff to ensure consistency across the school. The rewards are discussed and agreed within each Key Stage to ensure they are motivating and achievable.

Lunchtime supervisors play a very important role in modelling positive values and thereby maintaining good discipline at lunchtimes. Therefore, they will be involved directly in the development and implementation of this policy and whole school reward system. Lunchtime supervisors are able to recognise positive behaviour by awarding Dojo points.

NB. Edible rewards will not be given.

## Consequences of inappropriate behaviour - sanctions

Aspects of behaviour which do not meet the School's Golden Rules have clear and consistent consequence. We aim for early intervention in order to prevent an escalation of poor behaviour. Class teachers will use their professional judgement in deciding on the consequence needed for a particular behaviour. Support will be sought from the Senior Leadership Team and Head of Inclusion if necessary.

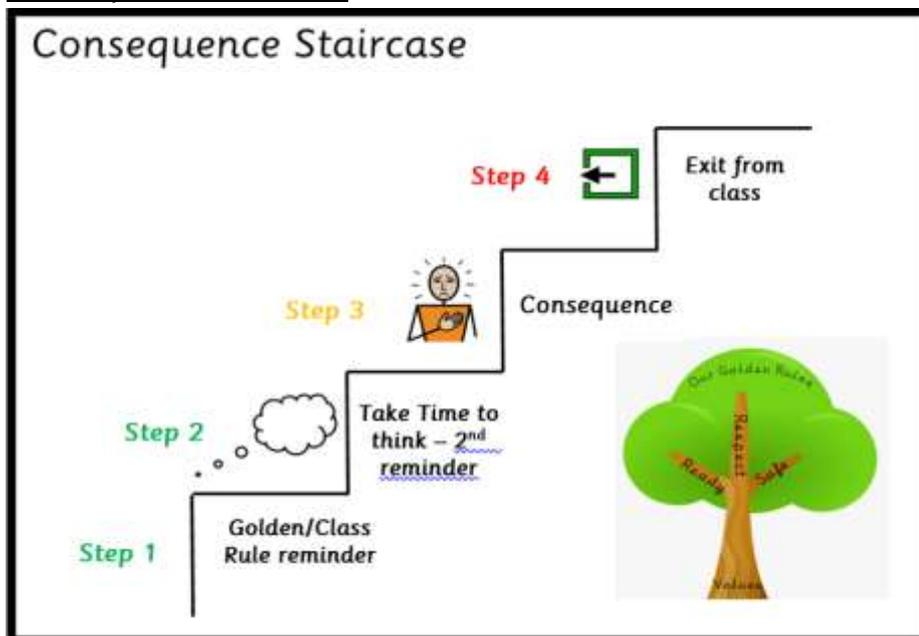
We will;

1. Follow the Consequence Staircase as outlined below, using the script as guidance.
2. Display the Consequence Staircase prominently in each classroom and refer to it as needed
3. Use a calm and supportive tone of voice to give the child clear, brief directions on what needs to change:
  - a. focus on the behaviour rather than the child, they will offer alternative, improved behaviour choices
  - b. resist raising their voice except in a dangerous situation (e.g. to stop a child running towards a road)
  - c. give children attention for positive rather than negative behaviour
  - d. use the phrase 'thank you' or 'thanks' rather than 'please' when engaging with a child as this reinforces the expectation rather than asking for

compliance; “put the pencil down, thank you/thanks’ rather than “please put the pencil down.”

4. Parents will be informed when an incident is sufficiently serious or if a pattern of poor behaviour is apparent.
5. Exclusion from trips, school enrichment activities and voluntary activities including Wrap Around Care. This will only be considered after completion of a risk assessment and making reasonable adjustments demonstrate a high risk to health and safety. **This can only be used by the Head Teacher**
6. Suspension during lunchtime (internal suspension). **This can only be used by the Head Teacher and will be recorded as lunchtime suspension.**
7. Fixed term suspension from school. **This can only be authorised by the Head Teacher.**

### Consequence Staircase



The Consequence Staircase is used to provide children with four progressive levels of consequence – demonstrating to children that behaviours which do not follow our Golden Rules is not acceptable. Good behaviour for learning is always encouraged to enable children to feel safe and flourish.

If behaviour which contradicts our School Rules is demonstrated, the next level of consequence is used with clear scripts guiding each transition.

**The Consequence Staircase begins again each lesson,** ensuring that children are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of lessons and days.

At times it is appropriate to implement reasonable adjustments to this system, for example when a children has significant emotional needs or special educational needs. In some cases an alternative means of supporting a child to manage their behaviours, and develop

self-regulation strategies may be implemented. Such adjustments will be discussed with the Senior Leadership Team and the child's parents/carers, but will not distract away from the ultimate purpose of this policy: to ensure that all children have the opportunity to enjoy learning in a stimulating and safe Christian environment.

There may be occasions when it is necessary to move immediately and directly to step four of the Consequence Staircase to ensure a safe and happy learning environment. Staff will need to use their professional judgement in these situations.

**The four steps on the Staircase are described below, followed by the script which can be used by an adult at each stage. The script is should be delivered calmly and clearly and is designed to not distract from the learning of others. The script is there for guidance for staff only (non-verbal communication may be more appropriate). The steps progress within a lesson / play or lunchtime, where the child is repeating the undesirable behaviour, or where they show other undesirable behaviours which do not follow the school's Golden Rules.**

- ❖ **Step 1 – Golden Rule Reminder** – A positive encouragement to follow the specific Golden Rules. At this early stage, use of non-verbal cues or quiet reminders may be most effective in supporting children.
  - **Script (as used by adults):** *Name, I am giving you a rule reminder. When you (describe the behaviour here) you are not following our Golden Rule of (name rule here).*
- ❖ **Step 2 – 2<sup>nd</sup> Reminder/Take Time to Think** – An opportunity for the child to reflect on their behaviour choices before they go on to step 3
  - **Script (as used by adults):** *Name, I am giving you another rule reminder and time to think. When you (describe the behaviour here) you are not following our Golden Rule of (name rule here). Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you for listening.*
- ⊖ **Step 3 – Consequence** – At this point, the child will receive a consequence.
  - ⊖ **Suggested consequences (not limited to this list):**
  - ⊖ – move seats (away from peers/nearer to an adult)
  - ⊖ – speak to the child before they go out to play or go to lunch
  - ⊖ – speak to parents (face to face or telephone)
  - ⊖ – loss of playtime (part or whole of playtime)
  - ⊖ – removal of choice (partner/activity)
  - ⊖ – suspension of privilege/responsibility (Play Leader/Buddy/worship responsibilities) for a set amount of time
  - ⊖ – expectation to undertake a restorative act (apologising in person or writing a note)
- ⊖ **Step 4 – Exit from class** – In the circumstance that the Golden Rules or Rules continue to not be followed within a given lesson, the child will be removed from the classroom to ensure that effective learning is able to continue. At this point, calm, controlled voices will be used by all adults. Depending on the circumstance, the child will be sent to a different classroom or a Senior Leader. In some circumstances a Senior Leader may be asked to come to speak to a child in their classroom.

## Support Systems for Individual Pupil Need

1. If there is a persistent problem, identified by the Class Teacher on the initial concerns form, the Class Teacher and the SENDCo will draw up a Send Support Plan for SEMH/Behaviour to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including mid-day supervisors. This will give a consistent approach throughout the school day. Circle time and reflection time will be used to create a supportive environment and increase of self-esteem. A home/school book may be started to maintain positive communication with parents.

The expert team in the nurture provision will give behaviour management and modification advice.

2. **SEND support** - if the difficulty continues, together we will work with outside agencies including The Jigsaw Centre (the Behaviour Support service) to seek solutions to support the pupil (see our Local Offer). For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (i.e. positive play, circle of friends, peer buddies). The expert team in the nurture provision will also continue to give advice and support as necessary.

Our school has a very successful and inclusive nurture provision for pupils with profound additional needs in the area of SEMH (Social, Emotional and Mental Health). This provision 'transforms the lives' of these pupils (SIAMS Inspection Report June 2019) enabled by the inclusive, personalised approach to behaviour management and modification.

Due to the profound SEMH needs of the pupils in the provision, there are occasions when a high level of co-regulation with an adult is required to enable a pupil to regain self-control and calm. This includes the use of physical intervention (positive handling and risk reduction) strategies, which is outlined in the Behaviour Support Plan (Appendix 1). This approach may be required to support the needs of other pupils within the school. If this approach is required, the Behaviour Support Plan could be used after discussion with parents/carers. Physical intervention techniques will only be used by trained members of staff and records maintained on CPOMS. Parents will be informed of an incident when physical intervention was necessary.

## Support Systems for Staff

School will support all adults working with pupils to ensure they are able to maintain positive relationships and are safe. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's Safeguarding and Child Protection policy. All staff have read and understand this policy in order that behaviour management is consistent throughout the school.

## Support Systems for Parents/Carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with

parents/carers, they will, when possible, be contacted in advance to arrange an appointment.

The SENDCo sends regular correspondence to parents/carers regarding the support available and the SENDIASS (Special Educational Needs and Disabilities Information and Advice Support Service). This network is an independent organisation which can give impartial advice to parents for children with SEND.

See also:-

- SEMH/Nurture Provision Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy
- SEND policy
- Suspension and Exclusion Policy
- Equal Opportunities Policy
- Equality Plan

### Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the school community (pupil and parent surveys), staff and governors.

This document is freely available to the entire school community via our website.

It will be reviewed on an annual basis.

## APPENDIX 1

### Silsoe VC Lower School SEMH Nurture Provision (Conifer Class) - Behaviour Support Plan

Name of Child: \_\_\_\_\_

Date of Completion: \_\_\_\_\_

Due to the profound SEMH needs of the pupils in the Nurture Provision, there are occasions when a higher level of co-regulation with an adult is required to enable a pupil to re-gain self-control and calm. This includes the use of physical intervention (positive handling) strategies,

Should an incident occur when it becomes clear that a child is not responding to de-escalation and/or distraction strategies and that their behaviour may require physical intervention, the following steps will be taken. It is unusual for all of the steps to be needed on each occasion.

#### **Step 1:**

The child is given a quiet reminder of the expected behaviour, their personal target and/or how to improve their behaviour in a positive way. Support is given by a familiar adult at this point to distract or de-escalate the behaviour (co-regulation).

#### **Step 2:**

The child is escorted/guided to the quiet room (when in Conifer class), a quiet area of the classroom or just outside the classroom (including outdoors if appropriate) in order to have calm down using strategies discussed in class. There will be members of staff familiar to the child present at all times to offer reassurance and support. By this stage, the child will usually have used the strategies to calm down, apologise and be ready to re-join the group. However, if their behaviour prevents them from doing this and they are intent on attempting to cause harm to himself/herself or to others, cause damage to property, run away or cause persistent disruption to the learning of others, the next step may be taken. If the incident occurs within the main school, and it is clear to adults present that the child is not ready to re-join the class, he/she is escorted back to Conifer class.

#### **Step 3:**

If, as above, the child is persistently and intentionally causing disruption, attempting to cause harm to himself/herself or others or attempting to cause damage to property, physical intervention (positive handling) may be required to significantly reduce this risk. This involves a minimum of two members of staff who are trained in the safe use of Physical Intervention (Team Teach) techniques to hold the child in a secure but comfortable position to enable him/her to regain self-control and reduce risk of harm. Co-regulation will continue for as long as is necessary to enable the child to calm and feel in control of their behaviour.

**Step 4:**

Trained members of staff will continue to monitor the child's behaviour to reduce the risk of repeated escalation.

Physical intervention (Risk Reduction/Positive Handling), where possible, is carried out with the minimum of fuss so that the child does not feel humiliated. The adults constantly reassure the child and encourage him/her to use the strategies to become calm. Minimum force is used, for minimum time to prevent harm to self or others. There may be minimal discomfort with some disengagement techniques.

After an incident of physical intervention the child is always debriefed. This is where the adults and child discuss, in a personalised way, what led to the situation, why it was necessary to use physical intervention and what the child could do next time to keep self-control.

If physical intervention is used, an incident form and a record in the Bound and Numbered Book are completed and emailed securely to Oakbank Special School where records are collated. The head teacher is notified and the parents will be informed verbally or by email or the home/school book.

Step 3 is not always necessary but may be vital in order to protect the child concerned, the other children and members of staff. If such an incident was not contained in this way, it could result in compulsory permanent exclusion.

A copy of the Physical Intervention policy is accessible on our website, please read this for future reference.

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**I/We understand that the above steps may need to be followed in order to protect my child, other children and members of staff.**

**Signed** \_\_\_\_\_

\_\_\_\_\_

**Date** \_\_\_\_\_

**Please print name(s)** \_\_\_\_\_

\_\_\_\_\_