



Stepping Stone Primary School

Behaviour for Learning Policy

"Do Everything in Love; we do our best in all we do and all we say with God's help."

Approved by:	[Mary Smith]	Last reviewed on:	[22 September 2022]
Originally adopted:	[September 2022]	Next review due by:	[September 2023]

1. Aims

This policy will:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

The policy is designed to provide a framework and guidance for staff in how to effectively achieve these aims and to ensure that there is a consistent approach to behaviour management across school. It is written in reference to the values of the school which are:

"Do everything in love; we do our best in all we do and all we say with God's help."



2. Legislation and statutory requirements

In creating and implementing this policy we take full account of 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](#)
- The [special educational needs and disability \(SEND\) code of practice](#)
- [School Exclusions](#)

In addition, this policy is based on:

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- 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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude, eg not listening or being discourteous
- Incorrect uniform, unless previously discussed and agreed with the Headteacher
- Behaviours which, although unintentional, could have the potential to cause harm (eg rough play)
- Causing, or potentially causing, some hurt or upset through thoughtlessness
- Running in corridors

Serious misbehaviour is defined as:

- Repeated misbehaviour/breaches of the school rules, or non-compliance with instructions
- Any form of bullying, or intentionally causing hurt
- Threatening behaviour, words or actions (including deliberate swearing at people)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation, and includes deliberately using sexualised language towards another person
- Peer on peer abuse
- Vandalism
- Theft
- Fighting, striking out or causing physical harm
- Unsafe behaviour despite having insight or previously having been warned
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour (see also Equality Policy), including eg using the word 'gay' as an insult if they already have insight
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic 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)

4. 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:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Child on Child abuse	Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control. exercised between children, and within children's. relationships (both intimate and non-intimate), friendships, and wider peer associations

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

5. *Roles and responsibilities*

5.1 *The governing body*

The governing body is responsible for reviewing and approving the written statement of behaviour principles.

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 *The headteacher*

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles.

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. He/she also has overall responsibility in ensuring that the school curriculum fully promotes positive choices and enables the children to take responsibility for themselves and their contribution/impact on the community.

5.3 *Staff*

Staff are responsible for:

- Following the staff code of conduct in full
- Implementing the behaviour policy consistently
- Modelling positive behaviour and treating all pupils fairly and with respect
- Providing or supporting a personalised approach to the specific behavioural needs of particular pupils (in liaison with the Assistant Headteacher and/or Children's Mentors)

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- Recording behaviour incidents and communicating with senior staff where there are patterned, persistent or serious breaches of this policy
- Supporting good classroom management as outlined in Section 8 below. The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents/Carers

Parents/carers are expected to:







- Support their child in adhering to the pupil 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
- Support the school by accepting and reinforcing any sanctions given, and by following the home-school agreement
- Adhere to the staff code of conduct as it applies to visitors to the school, in particular by never displaying threatening behaviour or compromising the safety or dignity of pupils, staff or other parents/carers.

6. *Pupil code of conduct*

At Steyning C of E Primary School, our 'Golden Rules' are based on our values:

The School's Golden Rules

In common with the rest of society, SPS has rules that govern behaviour. They were written in consultation with staff, children and governors.

SPS Golden Rules			
We are polite with our words and actions	We are not rude and don't use bad words.	We are loving	
We are kind and helpful to each other	We don't hurt people physically or emotionally.	We are happy	
We follow instructions from all adults in school	We don't make bad choices We walk around school sensibly and quietly	We are respectful	
We look after our school inside and out.	We don't waste or damage things	We are collaborative	
We listen to each other	We don't ignore or interrupt	We are curious	
We tell the truth, even when it's hard	We don't tell lies	We are brave	

7. Rewards and sanctions

We will adopt an ethos underpinned by the phrase **'catch them being good'** and use the following rewards for those who follow the school rules. These rewards offer a range of options, which are not graded in any way.

Praise:

- Compliment individual children.
- Publicly celebrate good behaviour and attitudes. Notice and comment on improvements.

Positive contact made with Parents:

Staff will take opportunities when they arise, to make positive contact with parents about behaviour and general school matters.

- Badge or Message on Marvellous Me
- Speak to parent at the gate or on the phone
- Stickers (ask them what they did)
- Attendance certificates for good attendance
- Personalised rewards as per Individual Behaviour Plans

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Positive visit to see another member of staff:

- Children will be sent, at an appropriate time, for recognition of good behaviour.
- Headteacher Stickers

House Points

House points are used to celebrate whole school achievements, with children collecting points for their colour teams and celebrating this each half term. Numbers will be collated weekly and shared and celebrated with families on the weekly digest.

- Children receive points for good behaviour and school values in action seen in or out of school, (e.g. teamwork in sports events = collaboration) which get collected weekly towards the House Team. Then half termly the winning house gets a mufti day.

Merits and Headteacher Awards

Individual achievement will be celebrated in the use of merits. In KS1 and KS2 (Years 1 – 6) these are collected towards Headteachers awards and in EYFS merits will be awarded in the form of individual Golden merit stickers.

- 60 merits gains a Headteacher Award from 1 - 3
- 90 merits gains a Headteacher Award from 4 – 7, bronze, silver, gold, platinum.

Value Awards

Autumn 1	Autumn2	Spring 1	Spring2	Summer 1	Summer2
Love	Happy	Respect	Collaborative	Curious	Brave

- Each half term a value is celebrated, and two children are chosen per class who have demonstrated this value and are awarded a badge.

Whole Class Rewards

- Agreed to meet the needs of the class by the teacher.

8. *Behaviour management*

Behaviour Management is an aspect of everything that we do in school, particularly in terms of being pre-emptive and preventative. Fundamentally, we know that behaviour is communication and our job as adults is to 'listen' carefully and actively to this communication, to ensure that the child can be enabled to make more positive choices in the future, and that good relationships and order can be very quickly restored.

8.1 Classroom management

All staff are responsible for setting the tone and context for positive behaviour within the classrooms, as well as around the school generally. The playground, for example, is considered in many ways to be an outdoor classroom, and the same principles of good classroom management apply in all areas of the school.

To the full extent any or all of the following apply to their job role, they will:

- Implement this policy with consistency and understanding of its underlying principles
- Create and maintain an appropriately stimulating environment that encourages pupils to be engaged whilst supporting their self-regulation
- Display and refer to the pupil code of conduct and their own classroom or playground rules (including class charters)
- Listening to and unpicking 'both sides' to ensure the policy, and in particular any rewards and sanctions are implemented fairly
- Ensuring that all children can access and be successful in their learning

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- Being mindful of the importance of awareness and prevention – actively looking out for signs or potential triggers, and planning with behaviour needs/patterns in mind
- Develop a positive relationship with and amongst pupils, which includes:
 - Greeting pupils in the morning/at the start of sessions
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day/session positively and starting the next day afresh
 - Using the stepped processes calmly and consistently for dealing with misbehaviour/low-level disruption (see below)
 - Using positive reinforcement and acknowledging the effort and contributions of all
 - Listening to pupils and ensuring their voices and views can be heard
 - Taking responsibility and dealing with behavioural incidents, as per this policy, as they occur
 - Using the principles of restorative justice to ensure relationships are repaired and nurtured.

9. *To discourage undesirable behaviour the following sequence of consequences will be used:*

Teachers will use a range of appropriate strategies to encourage good behaviour. For example:

- Comment on something good a child has done
- Praise someone near the child who is displaying the undesirable behaviour
- Move closer to the child at their level
- Restate the expected good behaviour in a calm and controlled way
- Distract the child
- Give 'The Look'

If a child continues to make poor choices about their behaviour, these steps will be followed:

- | | |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Step 1</i> | Child receives a warning and their name is recorded in the teachers Book. |
| <i>Step 2</i> | Child spends 2 minutes away from the group within the class or if this is difficult a second warning. |
| <i>Step 3</i> | Child will be given cloud time for 5 or 15 minutes, at the teachers discretion. Any work missed will be completed at a latertime. Log on CPOMs during Cloud Time. |
- Should an incident be deemed more disruptive to learning, the child or others then these stages warrant a member of the SLT will be called.

As far as possible, any incidents of poor behaviour will be dealt with on the day, with relationships restored between pupils and also between the pupil and members of staff. If this is not possible, the incident will be dealt with the following day.

Every effort is made to give every child a fresh start each day.

Cloud Time

Cloud Time means missing the first 5 or 15 minutes of a child's lunch break or playtime. The adult records the incident on CPOMs which is kept as a log. The adult talks with the child about what led to them receiving cloud time in order that the child understands what went wrong and ensure they understand why they are

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there. The adult uses a positive manner with the child without judgement to discuss with the child how they could better manage their behaviour next time. This involves a conversation about making better choices. The adult talks to the child about how things could be done differently next with the aim to provide the child with strategies that prevent further poor behaviour choices. The parent is contacted by the class teacher and a record of the contact is recorded on CPOMs, when a child has been in cloud time 3 or more times in a week. However if concerned it maybe before this occurs.

10. *Support is provided for staff in how they can restore relationships*

A bank of questions and stem sentence starters are provided to offer support to all staff as they restore relationships.

Restoring Relationships (Example of the type of questions used)

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

11. *To help a child make good choices about their behaviour, the following sentence starters are provided for staff:*

Use of Affective Statements

- **Observation** – Purely factual, no judgment or evaluation of what is happening.
- **Feelings** – Name your emotion without judgment.
- **Needs** – Met or unmet lead to our feelings, “ I feel... because I need / value...”
- **Requests** - Ask clearly and specifically for what you want.

Suggested Affective Statement sentence framework:

“ I notice (describe action)
 I feel (share feeling)
 Because I have a need / value (state need)
 Would you consider?”
 or
 I need you to “ (make request)

See Appendix 1 for Feelings, Needs and Values inventory to support breadth of language use.

Use of Stem Sentences

- I understand... (that you are angry/upset).
- I need you to ... (come with me so that we can resolve this properly/ put the chair down)
- Maybe you are right (Maybe I need to speak to..).
- Be that as it may... (I still need you to..).
- I've often thought the same.. (but we need to..)
- I hear you (it's not easy but I know you can do it).

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To remind pupils of expected behaviour use:

- You need to...
- I need to see you...
- I expect...
- I know you will...
- Thank you for...[*Thank you is used after behaviour expectation is met, but please is not used in a request for behaviour*]
- I have heard what you have said, now you must...
- We will...
- Do you remember yesterday when you...
- I don't like your behaviour, it is.. but I believe that you can be a success.

Dealing with Anger

Anger is not connected to their diagnosis or circumstance. Anger is a human condition, we can gain control using strategies:

- I can choose to walk away
- I can stop myself
- I am OK
- I am in control of myself
- I can choose to be calm
- I have a bigger goal than this fight

If the child completely shuts down you could use this sentence starter to help them:

- I am wondering if. (you were feeling cross when xxxxx happened)

The adults in the school will not tolerate undesirable behaviour that is extreme.

Extreme behaviour is:

- Seriously upsetting or hurting others
 - Deliberately destroying property
 - Keeping on refusing to follow instructions
 - Behaving in a way that stops us from learning
-
- Any child involved in any of the above will by-pass the sequence of consequences and be sent immediately to the Headteacher or Deputy Headteacher, or if they are unavailable, to a member of the wider Leadership Team.
 - When dealing with children in this category, staff will take time to discover what has happened.
 - The exclusion of a child will only come into effect when at least 2 members of the Senior Leadership Team (SLT) have discussed and agreed exclusion is the correct course of action.
 - Parents will be informed of the decision by phone if possible but all parents will receive an official letter of exclusion.
 - On return to school there will be a meeting between a member of SLT and the parent and the child previously excluded to discuss the incident leading up to the exclusion, the reason for the exclusion, and to plan future strategies to deal with similar situations.
 - If it is appropriate a home/school contract will be set up.

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- The child will be put on report for one week on return to school and parents will be contacted at the end of the week to discuss the child's behaviour. Every attempt will be made to make the report positive. *(See Exclusion Policy)*
- Staff have the power to discipline pupils beyond the school gate.

The behaviour of some children will be unaffected by a whole school Behaviour Policy. This may be for a wide range of reasons, including previous trauma. It is important to address their behaviour and work towards changing it. This will be done through an Individual Behaviour Plan.

Some pupils, due to their previous life experiences, need a more personalised behaviour plan. The school will work with outside agencies to seek support and guidance on how to manage the specific children's challenging behaviour.

12. *Off-site behaviour*

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to school. The school rules and expectations are considered to be equally in force in these situations as they would be on-site.

The school also reserves the right to sanction children for misbehaviour outside of school/in the community generally, particularly where this behaviour could impact on the reputation of the school or the safety and well-being of other children. Sanctions given will be proportionate at the discretion of the Headteacher or senior member of staff, and in-line with this policy.

Parents/carers will be notified and involved from the beginning of the process.

13. *Use of Restraint*

A teacher can restrain a child using reasonable force if they are behaving violently towards themselves, another person or property. The child will be told to stop the extreme behaviour but if they do not, they will be restrained with reasonable force. The teacher will send for another adult immediately and as soon as possible record the incident in writing. The school will inform the parents of the incident and the local authority if thought appropriate. Reasonable adjustments will be made for pupils with disabilities and/or Special Educational Needs.

If a child leaves the school premises without permission they will not be restrained. The school will inform the parents immediately or the police if the parents cannot be contacted. A member of staff will follow the child at a safe distance if possible.

A group of staff are "Team Teach" trained to ensure the safe handling of children who need escorting to a safe place. These are the people who will restrain, unless in exceptional circumstances. Following an episode where a child has needed to be restrained this will be recorded. (Blank copies are kept centrally in the staffroom, these are then kept securely on CPOMs)

14. *The school will work together with the home to promote good behaviour.*

- Parents will be informed at every opportunity of their child's good behaviour, e.g. positive contact, notes phone calls home.
- Parents will be involved at an early stage if there is concern about their child's behaviour.
- The school will at all times adopt an encouraging and supportive style with parents.

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15. *All staff deserve support and encouragement at times when they experience a child whose behaviour is undesirable.*

- Staff will be encouraged to share the situation with other members of staff so that support can be given and strategies discussed.
- The school will request support from outside agencies when necessary and provide INSET opportunities when appropriate.
- The SENCO will advise on preparing an Individual Behaviour Plan.
- Staff will be supported appropriately if accused of misconduct.

16. *Malicious allegations*

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Where a parent makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will work with the local authority to hold the parent to account.

Please refer to our safeguarding, whistleblowing and disciplinary policies for more information on responding to allegations of abuse. The needs – current and future – and rights of everyone involved will need to be considered and balanced.

17. *Monitoring arrangements*

This behaviour policy will be reviewed by the Headteacher and Safeguarding Governor(s) at least annually. If there are any recommended changes this will then be reviewed/agreed by the full governing body, and in any case every 3 years.

18. *Links with other policies*

This behaviour policy is linked particularly explicitly to the following policies:

- Safeguarding & Child Protection Policy;
- Special Educational Needs Policy;
- Staff Code of Conduct/Disciplinary Policy;
- Anti-Bullying Policy;
- Whistleblowing Policy;
- Equality Policy

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Feelings Inventory

The following are words we use when we want to express a combination of emotional states and physical sensations. This list is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to facilitate greater understanding and connection between people. There are two parts to this list: feelings we may have when our needs are being met and feelings we may have when our needs are not being met.

Feelings when your needs are **satisfied**:

AFFECTIONATE

compassionate
friendly
loving
open-hearted
sympathetic
tender
warm

ENGAGED

absorbed
alert
curious
engrossed
enchanted
entranced
fascinated
interested
intrigued
involved
spellbound
stimulated

HOPEFUL

expectant
encouraged
optimistic

CONFIDENT

empowered
open
proud
safe
secure

EXCITED

amazed
animated
ardent
aroused
astonished
dazzled
eager
energetic
enthusiastic
giddy
invigorated
lively
passionate
surprised
vibrant

EXHILARATED

blissful
ecstatic
elated
enthralled
exuberant
radiant
rapturous
thrilled

GRATEFUL

appreciative
moved
thankful
touched

INSPIRED

amazed
awed
wonder

JOYFUL

amused
delighted
glad
happy
jubilant
pleased
tickled

PEACEFUL

calm
clear-headed
comfortable
centered
content
equanimous
fulfilled
mellow
quiet
relaxed
relieved
satisfied
serene
still
tranquil
trusting

REFRESHED

enlivened
rejuvenated
renewed
rested
restored
revived

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Feelings when your needs are **NOT** satisfied:

AFRAID

apprehensive
dread
frightened
wary
panicked
petrified
scared
suspicious
terrified
worried

ANNOYED

aggravated
disgruntled
exasperated
frustrated
impatient
irritated
irked

ANGRY

furious
indignant
irate
livid
outraged
resentful

AVERSION

appalled
disgusted
dislike
hate
horrified
hostile
repulsed

CONFUSED

ambivalent
bewildered
dazed
hesitant
lost
mystified
puzzled
torn

DISCONNECTED

alienated
cold
detached
distant
distracted
numb
removed
withdrawn

DISCONCERTED

agitated
alarmed
rattled
restless
shocked
surprised
troubled
uncomfortable
uneasy

EMBARRASSED

ashamed
flustered
guilty
mortified
Self-conscious

FATIGUE

burnt out
depleted
exhausted
tired
weary
worn out

PAIN

anguished
bereaved
devastated
grief
heartbroken
hurt
lonely
miserable
regretful
remorseful

SAD

depressed
dejected
despair
despondent
disappointed
discouraged
disheartened
forlorn
heavy-hearted
hopeless
melancholy
unhappy
wretched

TENSE

anxious
cranky
distressed
distraught
edgy
fidgety
frazzled
irritable
jittery
nervous
overwhelmed
restless
stressed out

VULNERABLE

fragile
guarded
helpless
insecure
leery
reserved
sensitive
shaky

YEARNING

envious
jealous
longing
nostalgic
pining
wistful

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Needs Inventory

The following list of needs is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

AUTONOMY

choice
creativity
freedom
independence
space

CONNECTION

acceptance
affection
belonging
cooperation
communication
closeness
community
companionship
compassion
consideration
consistency
empathy
inclusion
intimacy

love

mutuality
nurturing
respect
support
to know and be
known
to see and be
seen
to understand
and be
understood
trust
warmth

HONESTY

authenticity
integrity
presence

PLAY

humor
joy
spontaneity

MEANING

appreciation
awareness
celebration of
life
challenge
clarity
competence
consciousness
contribution
discovery
efficacy
effectiveness
growth
hope
learning
mourning
Participation
purpose
self-expression
to matter
understanding

PEACE

beauty
communion
ease
equality
harmony
inspiration
order

PHYSICAL WELL-BEING

air
food
movement
exercise
rest/sleep
safety
shelter
touch
water

SAFETY

security
stability

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Values Inventory

The following are words we use when we want to express our values - what do we bring to our classroom and what do we need from our classroom? This list is neither exhaustive nor definitive. It is meant as a starting place to support the class generating ideas.

Acceptance	Dignity	Inclusion	Safety
Accountability	Diversity	Independence	Security
Achievement	Empathy	Integrity	Self-control
Adventure	Equality	Justice	Self-discipline
Altruism	Fairness	Kindness	Self-expression
Appreciation	Faith	Leadership	Self-respect
Authenticity	Family	Learning	Simplicity
Autonomy	Forgiveness	Loyalty	Sportsmanship
Balance	Freedom	Openness	Stability
Beauty	Friendship	Optimism	Success
Belonging	Fun	Order	Support
Caring	Generosity	Patience	Teamwork
Collaboration	Giving back	Peace	Tradition
Commitment	Grace	Perseverance	Trust
Community	Gratitude	Recognition	Truth
Compassion	Growth	Reliability	Understanding
Competence	Harmony	Resourcefulness	Uniqueness
Confidence	Health	Respect	Usefulness
Connection	Honesty	Responsibility	Vision
Contentment	Hope	Risk-taking	Vulnerability
Cooperation	Humility		Well-being
Courage	Humor		Wholeheartedness
Creativity			Wisdom
Curiosity			

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