



Broad Chalke CE
Primary School

Behaviour for Learning Policy

“We serve one another in love”

Our Vision

‘We serve one another in love’ Luke 10v27

Our Ethos and Values

As a church of England School our Christian vision and core values: *Respect, Resilience, Hope and Love* help to shape our warm, friendly and inclusive ethos. We use the parable of The Good Samaritan to explain how our vision and values can be live out



- We aim to nurture the Christian faith and spirituality through an understanding of Christian beliefs and theology and help develop a reflective approach to life through our school provision and opportunities
- We aim to promote an ethos which embeds positive behaviour based on respect, resilience, hope and love in a caring, nurturing and secure environment where all gifts and talents are celebrated.
- We aim to provide a broad and balanced curriculum enriched with quality learning experiences. Ambitious learning and risk taking are promoted and learning made exciting and memorable. The school endeavours to provide a wide range of extra-curricular opportunities and high-quality enrichment opportunities to further enhance provision.
- We aim to provide an environment where independence, responsibility and respect for oneself and others, are nurtured, thereby preparing each pupil for life and work beyond school as responsible citizens in a multicultural and diverse, democratic society where prejudice and discrimination are not tolerated.
- We aim to ensure that teaching and learning is inclusive and focused on individual pupils' attainment, abilities and needs, thereby maximising success.
- We aim to serve our community and enter into a purposeful partnership with adults and children associated with the school for the benefit of all.

Whilst this behaviour policy will be sufficient for the vast majority of children at Broad Chalke Primary, a few children may need additional support beyond this policy.

Inclusivity Statement:

Broad Chalke Primary School is committed to creating a hospitable, nurturing community where life can be lived amicably together without fear, and where all are able to learn and achieve. We are committed to valuing and upholding the dignity of all pupils, staff, parents and carers, irrespective of religious faith, ethnicity, gender identity, individual needs, age, sexual orientation or socio-economic background.

Our Equality Statement 2021-2025

'To promote mutual respect and learning opportunities in order to maximise the potential of all'

The Broad Chalke Way- Code of Conduct

Ready

We arrive at school on time and have the correct uniform and PE kit.

We have our equipment ready.

We show that we are listening and are ready to share thinking.

We are ready to learn

We can trust adults to help us to be ready but it is my responsibility to try my best and improve

Respectful

We are respectful by listening when others speak- one voice at a time.

We respect the property of our friends and the school.

We respect that other people have different ideas, beliefs and backgrounds to our own.

We show respect by talking to others with kindness and love

We respect that people may look different and have different needs but we may all feel the same emotions.

We respect the law and the rules of school and society.

We show respect by taking responsibility for our actions and seek to restore and repair relationships

We can trust adults to help us to be respectful but it is my responsibility to try my best and improve

Safe

We are safe when we move around our classroom and school.







We have kind hands

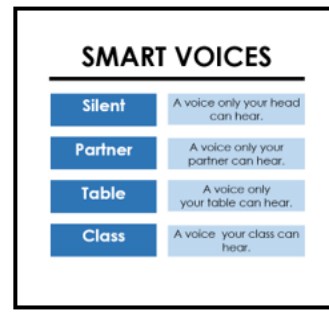
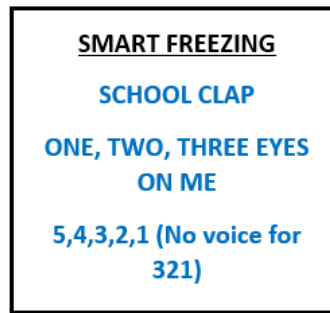
We follow instructions to keep ourselves safe.

We use equipment safely.

We stay safe online and make safe choices . We recognise when we do not feel safe.

We can trust adults to help us to be safe but it is my responsibility to try my best and improve

<p>SMART SITTING</p> <ol style="list-style-type: none">1 Sit up straight2 Voice off3 Face the front 	<p>SMART LINING UP</p> <ol style="list-style-type: none">1 Face the front2 Hands by your side3 Voices off 	<p>SMART WALKING</p> <ol style="list-style-type: none">1 Walk on the left2 Hands by your side3 Quiet indoor voices 
<p>SMART PLAYING On the playground</p> <ol style="list-style-type: none">1 Kind hands and feet2 Kind words3 Give others space 	<p>SMART LEARNING</p> <ol style="list-style-type: none">1 Eyes on the teacher2 Hands to yourself3 Focus 	<p>SMART GETTING ATTENTION</p> <ol style="list-style-type: none">1 Brain, Book, Board, Buddy, Boss2 Put your hand up 



Whole School Approach- Promoting High Standards of Behaviour

Our approach is research informed. For example, The EEF Report, 2019 found that a proactive approach to behaviour management is by far more successful than a reactive one.

We aim to promote the development of individual skills and talents so that every child may achieve his or her potential within an ethos of respect and equal opportunity- see ethos statement.

**To support our positive ethos, we ensure that:
each day every adult will:**

1. Remind pupils of the high expectations of our school
2. Engage in caring conversations
3. Pass on the positive

every day senior leaders (SLT) will:

1. Meet and greet the school community
2. Model our Christian school values (Respect, Resilience, Hope and Love)
3. Model **ready, respectful and safe**

when dealing with inappropriate behaviour every adult will:

1. Keep calm and, where possible, match the child's eye-level
2. Give choices and thinking time
3. Remind the child of examples of their good behaviour and achievements

Expectations- Inside the Classroom

The class teacher is responsible for the day to day management of behaviour in the classroom. The use of praise and recognition is the key strategy used to motivate and encourage children. Positive and consistent language and redirection are the first steps in focussing children on the task in hand e.g. *'remember smart sitting which means sit up straight, voice off and face the front'*.

Zones of regulation are used in every classroom to promote self-regulation and support pupil to identify emotions and their current state. The blue zone indicates sadness, tiredness and unwell, Green zone indicates happiness, calm and content, Yellow indicates worried, frustrated, excited and red indicates panicked, angry and elated. As a school we use the images and clips from the film 'Inside' to help children identify with the emotions. Staff provide support and purposeful conversation and actions to help children regulate e.g. changing an activity, regular check-ins and helping develop social skills.



Teachers also use quality first teaching strategies to remove barriers to learning and promote positive behaviour. These strategies might include:

- Adapting the work, lesson, language or questions to maximise engagement and achievement
- Changing the organisation in the room e.g. seating arrangement
- Effectively using adults within the room to support individuals or groups.

Pupils are expected to follow the The Broad Chalke Way (code of conduct)

Expectations- Beyond the Classroom

All members of staff are expected to:

- Treat all pupils courteously and with respect e.g. We greet pupils when we pass them in corridors and we model appropriate responses.
- Promote this courtesy between and among all adults and pupils. We will also promote good manners, in and out of the classroom. This will be especially important at lunchtime and social times.
- Use consistent language and visual clues (Broad Chalke Way)- all staff have behaviour expectations on their lanyards

Rewards

Our emphasis is to recognise, promote and reinforce positive behaviour. We know this approach helps children to feel valued, recognises achievements and motivates. Rewarding good behaviour enables pupils to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our school.

Praise

- Praise and positivity is used liberally by all members of staff to acknowledge children's behaviour.

Stickers

- All staff can reinforce positive behaviour and attitudes through the use of stickers.
- All class MDSAs hold their own special stickers which can be awarded at the end of lunch times to celebrate exemplary behaviour or acknowledge improved behaviour.



Values Certificates

- One child in every class, each week, is awarded a Values Certificate for living out our school values.

Ready, Respectful & Safe

- Ready, Respectful and Safe are rewarded through a class token system. This collective approach builds 'team and comradery' within each class. When 50 tokens are achieved the class enjoys a reward which is chosen from a school selection of options e.g. popcorn and film. Rewards are enjoyed at the end of a school term.

House Points

- House points are awarded to children for fantastic work, achievements and attitudes. Children are given a token which they can deposit into the House Point Totalizer. House points are celebrated in the weekly assembly and at the end of each term the winning house is awarded a non-uniform day to celebrate their success.

Celebration

- A Celebration assembly is held every Friday for the whole school. Some children receive Headteacher awards, which are nominated by the class teacher, for amazing work, behaviour or positive attitudes.



- Lunchtime awards for individuals is also celebrated during the assembly. The class MDSA selects the pupil each week.
- During the Friday assembly children are also encouraged to share their achievements from outside of school which celebrate hobbies and talents e.g. swimming certificates, taekwondo belts and player of the match awards.

Golden Time

- Golden time takes place on Friday afternoons for 25 minutes. This is a time when the class discuss with their teacher a special activity they would like to do. This could be additional sport or games, an art activity or an activity involving ICT. This is an opportunity to celebrate pupil achievements, behaviour and spend time together as a class.

Postcards

- Postcards can be sent to individual children who have impressed any member of staff e.g. kindness to a new child in school, helping a child at play and lunchtimes

Using Targets

- Individual behaviour targets and rewards are used for some children who need support in managing their behaviour.

Annual Awards

- At the end of the academic year children are nominated for key awards. Winners are presented with a cup. The following cups are awarded:
 - Headteacher Cup
 - Effort Cup (boy & girl)
 - Sports Cups

Sanctions

Occasionally children may forget our expectations for good behaviour or they may be inconsiderate to others. It is then important for them to understand that it is the poor behaviour that we are concerned about, not the child. We have escalating sanctions, where appropriate, to remind children about our expectations and encourage the positive behaviours we expect.

Sanctions will always be appropriate and proportionate and never involve humiliation, sarcasm or public ridicule.

We are an inclusive school and where a pupil needs individualised support with their behaviour, outside agencies may become involved, for example- Education Psychology service, Governors, Education Social Worker, Educational Welfare Officer, behaviour support, Child, Adolescent Mental Health Service (CAMHS) and Police. The support may be in the form of: observations by professionals, feedback to supporting adults, writing and implementing risk assessments or planning specific meetings to support individual needs. Children whose behaviour is causing concern may have a 'My Support Plan' which will include targets for improvement and strategies to meet these.

A class teacher may also write a de-escalation/risk assessment for the pupil with strategies and steps to follow when particular behaviours are displayed.

As a school we also offer early help interventions to support pupil well being and behaviour which include dog therapy, ELSA support (individual and group), Lego therapy kitchen nurture, Drawing & Talking and social skills groups.

Please see flowcharts for inappropriate behaviour and the series of sanctions used in class and at lunchtimes/playtimes

Also see Appendix 2 to know and understand the stages of de-escalation

Short discussion -School Script for addressing inappropriate behaviour

- Gentle approach, personal, non-threatening, side on, eye level or lower.
 - State the behaviour that was observed (using Blueprint)
 - Tell the pupil what the consequence of their action *“you can be certain that if you choose to not walk smartly then you will have to go to the back of the line and practice”*
 - Refer to previous good behaviour/learning.
 - Give the pupil time to allow them to process and reflect, deciding what to do next.
- *Resist endless discussions around behaviour and spend energy returning learners to their learning.

Restorative discussions Scripting Difficult Conversations

Rationale:

- The longer each negotiation around behaviour takes for the few, the less time we can give to the many.
- Limit your formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child’s behaviour with an example of their previous good behaviour and get out, with your dignity and the child’s dignity intact. That is the win-win.
- The 30 second intervention demands careful and often scripted language.
- It is a carefully planned, utterly predictable and safe way to send a clear message to the child: ‘You own your behaviour. This behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!)’

A 30 second script:

- *I noticed you are...(having trouble getting started/struggling to focus/not sitting nicely).*
 - *It was the rule about...(smart lining up) that you broke.*
 - *You have chosen to....(move to the back/catch up on your work at break time)*
 - *Do you remember last week when you...(sat beautifully/listened careful/produced that wonderful bit of writing)? That is what I need to see today.*
 - *Thank you* (Then give the child some ‘take up’ time).
- (NB: To be used in conjunction with clear and consistent classroom routines)

Restorative Conversations

It is important that children who have behaved inappropriately have the time and space to make the right choices and make amends. It is also important for any children who may have become upset or been hurt by the inappropriate behaviour to be able to have a restorative conversation with the other child(ren) so that they can express their views and how the inappropriate behaviour made them feel. Wherever possible, this should take place on the same day as the incident of inappropriate behaviour.

The following script should be used:

- *What happened?*
- *Who’s been affected?*
- *How have they been affected?*
- *What needs to happen to make things right?*
- *Reaffirm your commitment and belief in the child.*

*Ask the pupil how they will make things right. An apology is only of value if it is genuine. Forcing a pupil to apologise will not change future behaviour

Home/School book

At times a home/school book may be used to support a child who is struggling with behaviour or a poor attitude to learning in class or transition into school. The book may used to communicate a child’s achievements, wrong choices or attitudes over the course of a day or week. It is sent home with the child each day so that parents are fully informed and given the opportunity to comment.

Removal from Class

Some children will benefit from time out, which is time taken to 'cool down'. This may be in the class or a designated area e.g. central area or reflection space. Their class teacher retains control of this unless support is required.

When a child needs to be removed from class, the first port of call is a member of SLT. Children may be sent to a member of SLT for a cooling off period. The Headteacher should be informed when this takes place.

Where safety is an issue **the red triangle card should be sent to the Headteacher or Deputy Head.**

Reflection Times

Reflection times will take place at playtimes or lunchtimes. As part of the reflection time a restorative conversation should take place between adult and pupil. Pupils should complete a 'reflection task' sheet (see Appendix 2) which requires the children to acknowledge how their behaviour was inappropriate, who is affected, how they felt and how they can move forward.

Behaviour incidents should be recorded on CPOMS.

Physical Intervention

Staff are experienced in the use of a wide range of consistent behaviour management strategies intended to defuse potentially aggressive situations, for example, diversion, reasoning, warning and we use these first. We also receive training in de-escalation from Wiltshire's Behaviour Support team.

It is recognised that in specific circumstances of serious threat to students, staff or property, it is necessary to use techniques that may involve some physical restraint in order to ensure the health and safety of all.

We have adopted the Team Teach approach for dealing with pupils who display challenging behaviour resulting in the need for physical intervention.

Currently 4 members of staff have been trained to an appropriate level and are authorised to use restrictive physical interventions. However, in an emergency the use of physical intervention by other members of staff can be justified if it is the only way to prevent injury or to prevent an offence being committed.

This is compatible with school philosophy, Wiltshire County and DfE guidance and *is in conjunction with the DSAT 'Physical Restraint Policy'*.

In-school withdrawal/suspension/exclusion

The head teacher will consider an internal suspension from class or a suspension from school for a fixed term when children exhibit extreme and inappropriate behaviour. For example

- verbal abuse against a child or adult
- threatening behaviour against a pupil or adult
- fighting
- hurting a child or adult deliberately
- destroying property
- putting themselves or others in danger
- actual and extreme violence towards staff or children
- carrying a weapon
- persistent disruptive behaviour
- bullying
- racism
- truancy

Any permanent exclusion will be decided in collaboration with DSAT and the DSAT exclusion policy will be followed.

Recording behaviour incidents

All incidents of misbehaviour, either in the classroom or in the playground, that merit use of the sanctions and strategies mentioned above, despite the consistent application of positive behaviour management strategies, must be recorded on CPOMS (Level 3 and 4 behaviours). The Designated Safeguarding Lead and Deputy Designated Safeguarding lead meet on a weekly basis to review and monitor behaviour incidents across the school.

This Behaviour for Learning Policy fully supports the DSAT Behaviour Policy

Broad Chalke Behaviour for Learning Flow Chart

READY RESPECTFUL SAFE

LEVEL 1

- Not being **ready** for learning
 - Not showing Smart Learning (smart sitting etc)
 - Wandering around the classroom
 - Distracting others
 - Fiddling with things e.g. rulers
 - Returning from playtime/lunch late
- Not showing **respect**
 - Calling out in class
 - Not listening to adult instructions
 - Interrupting others or talking over others
 - Muttering or answering back
 - Inappropriate chatting
 - Interfering with the property of others
- Not being **safe**
 - Throwing or flicking small objects e.g. rubbers
 - Choosing to behave in an unsafe way e.g. using school equipment unsafely

LEVEL 2

- Play fighting & boisterous behaviour
 - Refusal to follow adult instructions
 - Disrespectful behaviour e.g. imitating adults
 - Pushing or shoving
 - Defacing own or other's work
 - Encouraging others to misbehave
 - Inappropriate physical contact e.g. poking, inappropriate gestures
 - Minor deliberate damage of property
 - Refusal to follow school code of conduct
 - Name calling
 - Lying (depends on severity)
- Follow from step 3**

LEVEL 3

- Aggressive play fighting & boisterous behaviour (child on child)
- Swearing or offensive language
- Proven theft
- Dangerous conduct liable to injure someone e.g. stone throwing
- Bringing non-permitted substance into school
- Deliberate damage to property
- Persistent disruptive behaviour
- Deliberately provoking others
- Lying (depends on severity)

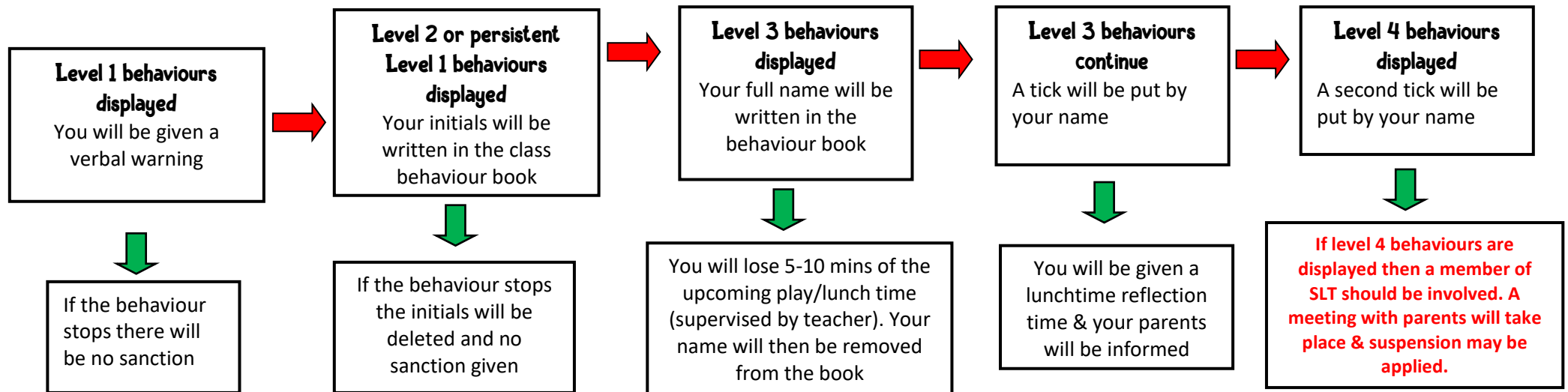
Straight to step 4 sanction

LEVEL 4

- Verbal abuse against a child or adult
- Threatening behaviour against a child or adult
- Fighting
- Hurting a child or adult deliberately
- Damaging or destroying property
- Putting themselves or others in danger
- Carrying a weapon
- Bullying
- Racism
- Truancy

If level 4 behaviours are displayed then a member of SLT should be involved. A meeting with parents will take place & a

Sanctions for inappropriate behaviour



**If you are given a reflection time you will be asked to complete a reflection task. This will help you consider your actions, consequences and how to move on
Staff MUST complete an incident form via CPOMS for any Level 3 or 4 behaviour**

Broad Chalke Behaviour for Lunchtime Flow Chart

READY RESPECTFUL SAFE

LEVEL 1

Not being **ready**

- Not stopping when the 1st whistle sounds
- Not lining up when the 2nd whistle sounds

Not showing **respect**

- Not listening to adult instructions
- Interrupting others or talking over others
- Muttering or answering back
- Inappropriate chatting
- Not showing good manners

Not being **safe**

- Throwing or flicking small objects
- Not playing safely on or off equipment

LEVEL 2

- Persistent incidents of level 1 behaviour
- Refusal to follow instructions from an adult
- Disrespectful behaviour e.g. imitating adults
- Play fighting & boisterous behaviour
- Going inside without asking permission
- Pushing or shoving
- Inappropriate physical contact e.g. poking, inappropriate gestures
- Minor deliberate damage of property
- Refusal to follow school code of conduct

LEVEL 3

- Persistent incidents of level 2 behaviour
- Refusal to follow instructions from an adult
- Aggressive play fighting & boisterous behaviour (child on child)
- Swearing or offensive language
- Proven theft
- Dangerous conduct liable to injure someone e.g. stone throwing
- Bringing non-permitted substance into school
- Deliberate damage to property
- Persistent disruptive behaviour
- Deliberately provoking others
- Lying (depends on severity)

LEVEL 4

- Verbal abuse against a child or adult
- Threatening behaviour against a child or adult
- Fighting
- Hurting a child or adult deliberately
- Destroying property
- Putting themselves or others in danger
- Carrying a weapon
- Bullying
- Racism

Sanctions for inappropriate behaviour

Level 1 behaviours displayed

Pupil to be given a verbal warning from the member of staff

If the behaviour stops, no sanction will be given

Level 2 or persistent Level 1 behaviours displayed

You will be given a 5/10 minute time out to reflect on behaviour in a designated area e.g. bench

If the behaviour stops then no further sanction will be given

Level 3 behaviours displayed

You will be taken off the school playground immediately. Your teacher or a member of SLT will be notified, depending on the behaviour, and you will be given a lunchtime reflection time for the following day

If you are given a lunchtime reflection time then your parents will be called
If you are persistently attending a lunchtime reflection time then a meeting will be arranged with your parents. During the reflection time (10 mins) you will complete a reflection task.

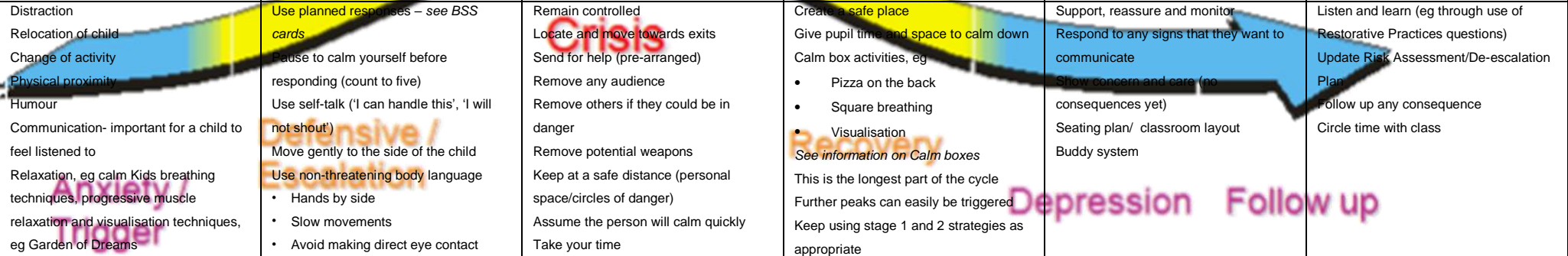
Level 4 behaviours displayed

If level 4 behaviours are displayed then a member of SLT should be involved. A meeting with parents will take place & a suspension may be applied

Staff MUST complete an incident form via CPOMS for any Level 3 or 4 behaviour

Appendix 1: Stages of de-escalation

Early warnings signs	Escalating behaviours	Crisis	Recovery	Depression	Follow-up
Physical agitation Facial expression Eye contact Body posture Facial colouring Tone of voice Verbal challenges Change of position in classroom Rapid mood swing Over sensitivity to suggestions and/or criticisms	Belligerent, shouting, abusive Making personal and offensive remarks Withdrawing from group Refusing to speak /dismissive Refusing to co-operate Hiding face in hands or bent over/under table Breaking basic rules & refusing to comply with routines "I will not" & "You can't make me" Indirect/direct physical threats Clenched fists Low level destruction of property	Confrontational threatening body posture Shouting, loud intense voice Running around room Climbing furniture Climbing out of window Throwing, tearing, pounding, stamping on objects Pushing, shoving hitting & punching kicking other people Biting & scratching Hair or clothes grabbing verbal abuse	The child will need at least 45 minutes for the physiological changes in their body to take place for them to return to a calm state. You will also need time! <i>Where will the child calm after the crisis – who will support them? How is the adult released from class to have time to calm?</i>	<i>What do they need for recovery (how do we help them to re-enter the classroom?)</i>	<i>What script will be used to discuss the incident? How are peers (witnesses) supported?</i>
Distraction Relocation of child Change of activity Physical proximity Humour Communication- important for a child to feel listened to Relaxation, eg calm Kids breathing techniques, progressive muscle relaxation and visualisation techniques, eg Garden of Dreams	Use planned responses – see BSS cards Pause to calm yourself before responding (count to five) Use self-talk ('I can handle this', 'I will not shout') Move gently to the side of the child Use non-threatening body language <ul style="list-style-type: none"> • Hands by side • Slow movements • Avoid making direct eye contact Steer the child away from an audience by the way you position your body Speak quietly, calmly and assertively Ignore secondary behaviours Acknowledge the child's feelings Offer choices Allow 'take-up time' Repeat, calmly stating consequences (taken from the school's good behaviour policy) Use consequences after take-up time expires	Remain controlled Locate and move towards exits Send for help (pre-arranged) Remove any audience Remove others if they could be in danger Remove potential weapons Keep at a safe distance (personal space/circles of danger) Assume the person will calm quickly Take your time Keep using appropriate stage 1 and 2 strategies	Create a safe place Give pupil time and space to calm down Calm box activities, eg <ul style="list-style-type: none"> • Pizza on the back • Square breathing • Visualisation See information on Calm boxes This is the longest part of the cycle Further peaks can easily be triggered Keep using stage 1 and 2 strategies as appropriate Offer something practical, eg a drink of water	Support, reassure and monitor Respond to any signs that they want to communicate Show concern and care (no consequences yet) Seating plan/ classroom layout Buddy system	Listen and learn (eg through use of Restorative Practices questions) Update Risk Assessment/De-escalation Plan Follow up any consequence Circle time with class



Name _____

KS1 Reflection task

Date _____

Draw or write what happened



What were you feeling?



What do you need to do to make things better?




I shared this reflection task with _____ (adult)

Name _____

KS2 Reflection task

Date _____


What happened?




What were you thinking?



Who else was affected by what happened?



What were you feeling?




What do you need to do to make things better?



What do you need to do to stop this happening again?

Think about our school code of conduct ...**Ready, Respectful and Safe** and our values **Learning, Caring, Growing and Sharing**.



I shared this reflection task with _____ (adult)