Behaviour for Learning Policy

Created By:	Anna Crompton	March 2019
Approved by:	Local Governing Committee	29 September 2026
Next review due by:	July 2027	
<u>Amendments:</u> September 2020	● Addendum from May 2020 included in policy – from Page 15. ● Reflection time Appendix 4 amended to reflect current practice	
September 2021	● The word 'detention' has been replaced with Reflection Time to reflect current practice. ● Rewards section changed to 'recognitions' and amendments made to reflect current practice, including the achievements celebrated at weekly Funky Friday assemblies.	
March 2022	● All sections updated to reflect current practice: inclusion of reward points, removal of rocket points, removal of 5 point plan and paired down version to add to ladder. ● Increased prominence of the place of QFT ● Change to sanctions ladder to include prep for best option and support resources for children to access at this point ● New resources added to support reflection time in KS1. ● Removal of Covid 19 addendum.	
June 2022	● New section on Peer on Peer abuse added.	
June 2023	● Full review of policy with all sections amended to reflect current practice in school. Appendix 2 'Managing negative Behaviour guidance replaced with the scripts that are used by all staff. ● Peer on peer renamed as 'Child on Child abuse'.	
September 2024	● Removal of references to the Aquarium	
October 2025	● Inclusion of school's approach to apologies in sanctions section	
September 2026	● Updated sanctions ladder and language changed for internal exclusion to reflection time away from the class/peers.	

Behaviour for and attitudes to Learning Policy

Contents

Purpose and aims	4
Principles/Ethos and approach to the teaching of behaviour	5
Behaviour Expectations	7
Roles and responsibilities	7
Recognition	9
Strategies and provision used to support prosocial behaviour	10
Sanctions	12
Child on Child Abuse	14
Pupil's conduct outside the school gates	15
Confiscation of unsuitable items	15
Use of reasonable force	16
Equal opportunities, Inclusion and Access	16
APPENDIX 1 - Pre-emptive stage for managing behaviour	17
APPENDIX 2 - Scripts	17
APPENDIX 3 Sanction Ladder	20
APPENDIX 4 Reflection Time - Play times and lunch times	25
APPENDIX 5 - Behaviour terminology	28

Behaviour for Learning Policy

Our overarching ambition at Ringmer Primary and Nursery School is to create an inclusive school where children's behaviour is not managed but is changed so that they become citizens that contribute positively to the communities they live in.

We strive to ensure that our children are both safe and happy. More than ever, this needs to continue to run through everything we do.

Our approach to teaching behaviour recognises the importance of supporting children's personal and emotional development and we understand that building relationships, routines and expectations ensure children are safe - physically and emotionally. This requires a combination of skills, aptitudes, habits, inclinations, values and knowledge. These behaviours are taught and retaught to ensure that good learning behaviours are achievable for all our learners.

Purpose and aims

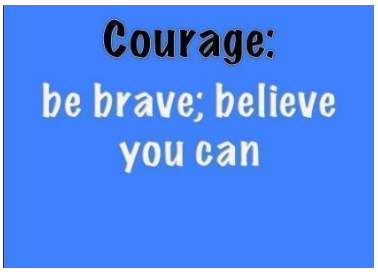
- To provide an environment where every child can receive the best possible education and feel safe, secure and happy, irrespective of gender, disability, and ethnicity, social, cultural or religious background.
- To ensure effective delivery of a broad and balanced curriculum which will enable each pupil to acquire a firm foundation of our school values, knowledge, skills, understanding and interest that will be useful and relevant to him/her in future education and later years.
- To ensure every member of the school community feels valued and respected, and that each person is treated fairly and well.
- To work together in a supportive way, with the main focus not being on rule enforcement, but the promotion of good relationships so that people can work together in a considerate and effective manner.
- To provide equality of educational opportunity for all children.
- To help children to become positive, responsible, resilient and increasingly independent members of our community.
- To ensure that there are positive relationships in school and strong links between school, parents/carers and outside agencies in order to support the social and academic development of all pupils.
- To promote the inseparable link between teaching, learning and behaviour.
- To improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To reduce and eliminate exclusions

Principles/Ethos and approach to the teaching of behaviour

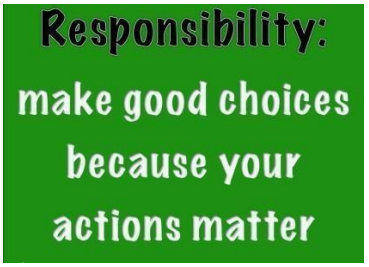
Respect, Responsibility, Courage and Compassion

Our principles are set out in our Core Values/Behaviours:









Routines

Perhaps the single most powerful way to bring efficiency, focus and rigour to a classroom is by installing strong procedures and routines. You define a right way to do recurring tasks; you practise doing them with students so they roll like clockwork.

Doug Lemov

Routines form the foundation of prosocial behaviours at Ringmer Primary and Nursery School - a sequence of behaviour to use frequently in order to achieve a goal. Routines are the building blocks of the classroom culture and therefore must be taught by modelling, practice, revision, correction and reviewed not told. Where behaviour needs to be improved, routines are used to form good habits and norms. By providing our children with clear sequences of modelled behaviour, either by ourselves or by watching others, it becomes easier for them to apply these learnt skills.

Routines are used to:

- Free up thinking space
- Save time
- Maintain expected behaviours
- Provide social norms and expected daily structures
- Form habits
- Keep us safe

Whole school routines and scripts (see Appendix 2)

Scripts are there to help, not hinder. The more you use them, the less you need them. Once you assimilate them into normal conversation, you know that the training wheels are coming off, and you have grown as an educator.

Tom Bennett

Relationships - invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be.

Role modelling - this is essential – for e.g. we have to show them how to 'play nicely' by playing with them.

Consistency - not equality

Prioritising prosocial behaviour - really valued in every child

Planning alternatives to antisocial behaviour

Reward and positive reinforcement - should be given freely and unexpectedly, not as a form of bribery.

Feedback and recognition - give feedback when something has not been asked for – don't just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm)

Comfort and forgiveness - understand and know that we will do it differently tomorrow.

Ignoring - unsocial and low- level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours.

Positive language - tell children what you would like to see, not what you don't e.g. we walk at Ringmer.

Restorative Practice/Closing the loop - follow up the behaviour, its impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We manage the development of internal discipline to gradually replace external discipline using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.

Behaviour Expectations

Our Core Values/Behaviours underpin our behaviour expectations which support and promote socially acceptable behaviour for all learners and adults within the school.

Planning and supporting children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018).
This policy is based on the rights, responsibilities and needs of individual and groups of pupils;

✓ We all have the right to feel safe
✓ We all have the right to work and learn
✓ We all have the right to be respected
✓ We all are responsible members of our school community

Roles and responsibilities

Everyone is responsible for:

• Being positive role models
• Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the school.
• Creating a calm and well-ordered environment for teaching and learning and promoting pride in it.
• Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
• Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
• Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
• Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
• Consistently promoting pro-social behaviour: "treat others as we would like to be treated".
• Facilitating learning about relationships and behaviour.

What do we expect from Governors and the Senior Leadership Team?

- Monitoring and Evaluating the impact of the Policy.

What do we expect from the Headteacher?

• A positive school ethos by establishing a happy, safe, secure and well maintained school environment.
• Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
• Regular and clear communication with parents about the role they are expected to play

in the development of their child's behaviour at school.
• Effective monitoring and review of therapeutic behaviours throughout the school.
• Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
• Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

What do we expect from staff? (See appendix 1)
• Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
• Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
• Recognising and valuing the needs of individual pupils according to social and academic ability to enable them to achieve their full potential.
• Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.
• Enabling pupils to take an increasing responsibility for their own learning and conduct.
• Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
• Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
• Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be reinforced each half term or whenever appropriate).
• Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
• Planning a programme of Religious Education and PSHE to promote prosocial behaviour and how to deal with difficult and dangerous behaviours.
• Ensuring that new pupils understand the procedures and guidelines that are in place.
• Recording serious incidents electronically on the server/ My concern, where a child's behaviour is deemed to have a serious effect on themselves and others

What do we expect from parents/ carers?
• Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
• Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
• Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

What do we expect from pupils?
• Following school rules and guidelines.
• Becoming increasingly responsible for the school environment and for their own

learning and behaviour.
• Taking responsibility for their own actions and knowing the consequences they will have.
• Showing respect for each other and for each other's property and resources as well as for school property.
• Taking pride in their learning, actions and appearance.
• Valuing each other's opinions.

Recognition

The Staff at Ringmer Primary and Nursery School recognise that positive encouragement and recognition promotes strong behaviour in learners and help to raise self-esteem. Wherever possible it is our intention to promote prosocial behaviour through the public and private recognition of what is expected. Wherever appropriate, children's best efforts will be recognised.

Recognition is the most powerful form of influencing pupils' behaviour when it is specific and linked to the school's expected behaviours and Core Values/Behaviours.

Individual recognition:

- Specific verbal feedback and smiling at pupils e.g. I like the way you are showing courage by…., I like the way you are being compassionate by….
- Specific verbal feedback to parents about their child e.g. He/She has been responsible in choosing the appropriate level of challenge in their learning activity in Maths.
- Core Values/Behaviours prominently displayed in classrooms in the form of the Ringmer hand and the learner's name is noted against the Core Value/Behaviour(s) which has been demonstrated. This will be accompanied by a detailed and explicit explanation as to what value they have displayed, how and why.
- Assembly – recognitions
- Funky Friday is on Friday mornings at 9.00am. All teachers and TAs are present when recognising our learner's efforts and achievements.
  In these assemblies, the following awards will be celebrated:
  - X2 superstar awards for each class – relating to the value demonstrated that week. Parents and carers are sent a text to invite them to the assembly E.g. He/she showed respect and compassion when our class discussed anti-bullying.
  - Entries in the 'Values Within Us' book – this books sit in the school reception area and is recorded in by parents and members of the wider school community to share examples of when children have demonstrated the core values/behaviours
  - Headteacher awards - Headteacher to choose Headteacher awards for children displaying the Core Values/ Behaviours in their learning and behaviour consistently.
  - Attendance 'Terry the Tortoise' award – this is awarded to the class with the highest attendance that week
  - Values stars - This is an award decided upon by our teaching assistants and midday supervisors to the class that has best demonstrated our values around the school that week. The winning class will be awarded with extra breaktime on a Friday morning.

- Ringmer's Rocking Writers - These are awarded to a child in each class for the progress, effort and attainment in writing. Their work will be shared throughout the following week on their aligning classroom door.
- Values points – Values points will be awarded when children are demonstrating the selected value to its highest standard.
  The points are awarded to individuals and classes and are collected as a class weekly. Each week the total will be counted and shared in assembly where the winning class will receive extra break time.

Strategies and provision used to support prosocial behaviour

The school has a behaviour and learning lead, Denise Emmerson, who leads nurture and therapeutic provision from the school's launchpad.

Inclusive classrooms

At Ringmer Primary and Nursery School all classroom environments are inclusive; they are designed to enable all learners to make progress and achieve through utilising a therapeutic approach universally. For example, all classrooms have: visual timetables, sensory support systems, regular timetabled movement breaks, zones of regulation interactive displays, calm corners etc.

Prep for Best

During transitional times of the school day, the children are given an opportunity to Prep for Best. This includes, having a drink, going to the toilet, regulating their temperature, ensuring their equipment is ready and that they are regulated and ready for learning with the long-term goal of learners developing a clear understanding of their needs in order to learn at their best.

Launchpad

The Launchpad is a space in school where our learners can acquire additional curricular skills to support successful inclusion in the classroom and wider spaces of the school, including the playground, lunch hall and assembly.
Our learners build skills in the Launchpad: pro-social friendships, emotional regulation, function skills, communication skills, early listening and talking skills.
In addition to this, learners access the Launchpad for check in's and transitional support to enable opportunities to reset, ready again for learning in a whole class setting.
Not all learners will use this space but all learners can, if they need to, to learn and rehearse essential skills which will enable the same access as all and opportunities for successful learning and play in all areas of school life.
We have high expectations for all our learners at Ringmer and this is structured with high support. This raft of support takes place in the Launchpad, in the classrooms and around our school. We endeavour to promote consistency within our structure and promote prosocial behaviours in all areas of our learning.

Mentor support

Identified learners are provided with regular check-ins with their assigned mentor, these could be daily, twice weekly or weekly. The aim of these is to allow learners to develop strong relationships with a key adult who is available to offer support and guidance. They will work as their advocate and ensure that their voice is heard.

Zones of Regulation (Emotional/Sensory Regulation)
We use the Zones of Regulation approach on a whole class, targets and individual level. This is a simple coloured scaling system (red/yellow/green/blue) which encourages children to regularly consider their emotional/sensory wellbeing. In this system, the 'Just Right' colour is green (calm, content, ready to learn); the blue colour represents feeling tired/lethargic/low; the yellow colour represents feeling anxious/ fizzy/ stressed/ over-stimulated and the red colour represents anger/ meltdown/ shutdown.
Children learn to know what helps them feel better (e.g. move from the yellow zone back to the green or stimulate themselves out of the blue zone into the green). Some children need an adult to notice their emotional/sensory state to help them regulate.

Individualised plans: sensory plans/therapeutic plan
Learners with additional and specific needs will be provided with an individualised plan to ensure that their needs are met through a variety of approach and support mechanisms. Regular TAC meetings (team around the child) are held to ensure all members of staff working with the child are clear on the approaches and expectations for them. These meetings also allow for provision to be reviewed and plans to be updated.
Where needed, Risk Assessments are written and followed for children as an additional support to ensure all learners are kept safe within our school environment.

Interventions
Groups and sessions are set up within the school on a needs-basis. Children who require specific support with executive function or social skills may be invited to join such a group. We would not call these groups 'social skills' groups but the children would be clear about their reason for attending and the group goals.

External Support and advice
The school will seek external support and advice when necessary to ensure that it is undertaking everything possible to meet the needs of all learners. Furthermore, work with outside agencies will be sought to increase the level of support available to our learners and families.

Sanctions

Ringmer Primary and Nursery School employ a range of sanctions in order to support learners in demonstrating expected behaviours. These sanctions include educational consequences such as an intervention that supports executive functions skills, restorative consequences such as closing the loop and reflection time and protective consequences such as time in a new environment within the school.

The majority of our learners are able to work within this framework however some of our learners who have additional and specific needs require individualised plans to ensure their needs are met. These plans will detail the learners' individual non-negotiables and the assigned sanction, used to support when addressing the behaviour.

Group sanctions will not be used, unless the adult can be sure all members of the

group have not followed our Behaviour Expectations.

Pre-emptive phase
This is an ongoing assessment on each individual child in the class and where they are with their learning behaviours and regulation. When quality first teaching is happening in a classroom it will ensure many needs are met and behaviour adjusted in the moment. Quality First Teaching (QFT) means high quality inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment to review each child's progress and maintain the highest possible expectations for all pupils in the class.

- Initially staff will use a pre-emptive phase to tackle low-level/minor classroom misbehaviour;
  e.g. not concentrating, loudness, distracted, distracting, low level attention seeking. (See Appendix 1) At this stage, positive reinforcement is used for pupils who are following our Core Values/ Behaviours.
- Next, if necessary, minimal acknowledgement of behaviour: eye contact, frown, proximity, reminder of Core Values/ Behaviours etc.

Sanctions:

Sanctions are given clearly and consistently across the school and provide a clear framework for all. The sanctions have been set up to support learners in maintaining our expected behaviours.

Learners may choose to communicate an apology or a restorative statement however this is not something that will not be enforced by staff.

- The use of the Sanction ladders (See Appendix 3). This is a staged set of sanctions that will be followed in the event that a pupil is struggling to maintain the expected level of behaviour, including responding to the pre-emptive phase.
  - Each pupil starts afresh at the beginning of each session – first session, after break and after lunch. A total of 3 sessions.
  - A pupil may jump steps on the Sanction Ladder for a more serious breach of the Core Values/ Behaviours.
  - If an incident happens at the end of the day, it will be addressed the next morning.

The aforementioned rewards, Behaviour Expectations and sanctions will be enough for the majority of children. However, should it be necessary, the following sanctions will be applied.

- **Reflection Time away from the class/peers**
  If a pupil fails to engage in learning in their Reflection Class or has committed a serious offence in school, the senior leadership team may choose to impose reflection time away from their class/peers in a quiet room. This would be a half-day or an agreed time away from their class and playtimes and with minimal adult interaction. The pupil would carry out their learning during this time and be

given a break time at a different time to the other pupils. The parents/carers would be informed by phone call or a letter home. The incident would be logged on a monitored inclusion register to assess provision and support in place for the child.

- **External Exclusions**
  An external exclusion will be given under the following circumstances (refer to the most up- to-date Department for Education Exclusion guidance 2012 - updated 25th May 2023)
  A Fixed-Term Exclusion involves a child being excluded from school for a short period of time, up to a maximum of 5 days. During a fixed-term exclusion, a child should be supervised at home and should not be out in the community. Where allowing, and if the learner is appropriately regulated and able to do so, the educational consequence (closing the loop) will take place on a day before the learner returns to school from the fixed-term exclusion. We ask the parents/carers to accompany the child for a meeting to close the loop with the most appropriate member of staff. In this meeting we will set targets for the child and decide ways in which we can help the child to meet these targets.

- **Permanent Exclusion.**
  If, despite a considerable level of support, a child persistently disrupts the good order of the school or regularly puts him/herself,
  others or property in danger – or – performs a uniquely dangerous act – the school can decide to permanently exclude a child. If parents / carers do not agree with the school's decision to exclude their child (fixed-term or permanently) then they have a right to appeal. The letter informing parents / carers of the exclusion also informs them of how they can appeal against the decision.

Only the Headteacher can make the final decision to exclude a pupil. This will be after looking at the facts and checking that the Behaviour for learning Policy has been correctly adhered to. The Headteacher should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof. The Headteacher should accept something happened if it is more likely to have happened than it did not happen.

They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, either they or a senior leader informs the parents immediately, giving reasons for the exclusion. At the same time, they will make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The school may write to parents informing them that their child has been excluded but this will always have been done in agreement with the Headteacher.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA. They decide whether the decision is upheld or if the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

How we monitor behaviour

Incidents are recorded on our electronic system, Myconcern. This system monitors and records behavioural issues, bullying, special educational needs, domestic situations etc.

Class teachers and teaching assistants are responsible for keeping Myconcern up-to-date, which is kept centrally on the school network, recording which pupils have received specific support and reflection time in another class.

Child on Child Abuse

At this school we take a zero-tolerance approach to child-on-child abuse.

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child abuse will not be tolerated or passed off as part of "banter" or "growing up".

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. In cases where child on child abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that Child on Child abuse can manifest itself in many ways such as: • Child Sexual Exploitation • Sexting or youth produced digital imagery • Upskirting • Bullying • Radicalisation • Abuse in intimate relationships • Children who display sexually harmful behaviour • Gang association and serious violence (County Lines) • Technology can be used for bullying and other abusive behaviour

Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti- bullying policy, child protection policy and online safety policy.

All behaviour takes place on a spectrum. Understanding where a child's behaviour falls on a spectrum is essential to being able to respond appropriately to it. We recognise the

importance of distinguishing between problematic and abusive sexual behaviour (Harmful Sexual Behaviour HSB). We are adopting the NSPCC definition of HSB as: - "Sexual behaviours expressed by children…that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child…or adult."

Further information on Child-on-Child abuse and the protocols surrounding it can be found in more depth in our safeguarding policy.

Pupil's conduct outside the school gates

There may be an occasion where a sanction would need to be given to a pupil in response to an incident which has occurred outside the school gates. This would be a proportionate and fair response to the incident. Some examples of when a sanction would be appropriate are:

Misconduct when a pupil is:

- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Misconduct at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat or distress to another pupil (e.g. cyber bullying through messaging) or member of the public
- could adversely affect the reputation of the school.

Confiscation of unsuitable items

The school adheres to the DfE Searching, Screening and Confiscation: advice for schools 2022.

Key points:

- Searching
    - School staff can search a pupil for any item if the pupil agrees. (The ability to give consent may be influenced by the child's age or other factors.)
    - The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- Confiscation
    - School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school behaviour expectations.

For more information see East Sussex Guidance on the Powers to Screen, Search and Confiscate within Schools.

Use of reasonable force

Positive handling should be limited to emergency situations and used only in the last resort. 'Use of reasonable force Advice for headteachers, staff and governing bodies,' July 2013 allow teachers, and other members of staff at a school who are authorised by

the Headteacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off- site activities. For further information, please see Positive Handling guidance from ESCC.

Equal opportunities, Inclusion and Access

All pupils will be treated fairly and equally regardless of their race, colour, national or ethnic origin, gender, disability, religion or belief (including non-belief), and sexual orientation. The curriculum is planned to be inclusive and meet the needs and interests of a full range of learners. Activities and resources will be differentiated, and adult support used to ensure that children assess the curriculum and make the best possible progress. For more information see SEND Policy.

Other policies will be referred to as necessary:
SEND policy, Equal Opportunities, Child Protection, Positive Handling, Exclusion Guidance, DfE

APPENDIX 1 - Pre-emptive stage for managing behaviour

It is important that all adults recognise that they play a key role in teaching and reinforcing appropriate social and learning behaviours which support children to meet the behaviour expectations in school and so follow the Core Values / Behaviours. Children need to feel that the adult has dealt with them fairly and given appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection (delivered factually not emotionally) will help to ensure that children are encouraged to meet the behaviour expectations. The following strategies should be evident and embedded in everyday practice around school:

- **Teach/use clear classroom routines**: seating plans, lining up, coming into class. These need to be regularly practised and rehearsed so that they are habitual.
- **Build the relationship**: listen without giving advice/opinions, show you understand how a child feels "I can see you are cross....", reject the behaviour, not the child.
- **Build children's self-confidence**: find out what they are good at, give them responsibilities, have them keep records of new things they learn and can do, photocopy good pieces of work for them to take home.
- **Remind pupils of behaviour expectations rather than telling them off**: "Remember, we use kind words in our school". Model expectations at all times.
- **Expectations reminder** Could ask a question 'What is our expectation for……?'
- Display behaviour expectations visually and use as a **non-verbal prompt**
- Acknowledge when children are demonstrating expected and prosocial behaviours and use specific recognition such as: "I like the way you put your hand up to answer the question".
- **Use specific proximity recognition:** Acknowledge a pupil for following expectations to direct another pupil, without drawing attention to negative behaviour.
- **Behavioural direction and "take up time"**

Use child's name to initiate attention, focus on behaviour required rather that what is going wrong, finish with thanks, keep direction brief: "Jake, turn round, thanks"

- **Use "First……..then……..."**

Keeps focus on the desired outcome whilst allowing pupil to see the next steps.

- **Reduce your use of language and speak slowly and calmly**: consider tone/pitch/pace of voice, remain relaxed but vigilant, use confident body language.
- **Chunk tasks (verbally and visually):** "Write the date and the first sentence - I'll come back to check in with you in 5 minutes".
- **Build in regular brain/learning/movement breaks.**
- **Provide prompt cards:** with ideas for "five things you could do if you are stuck"," five things you could do if you need to calm down".
- **Identify agreed calm-down areas/safe space:** if a child becomes wound up/anxious, encourage and allow him/her to remove self to agreed place.

Be honest and reflective about your own behaviour and practice; support and feedback sensitively to each other on a regular basis. Build this into the way you work.

APPENDIX 2 - Scripts

Ringmer Scripts

In corridors reminders: We walk on the left. We walk in our school. We are peaceful in school. **In corridors recognition:** Thank you for walking on the left. Thank you for walking in our school. Thank you for being peaceful.	**Prep for best:** This is prep for best. You have X minutes to: go to the toilet, have a drink, sharpen your pencil. This is prep for best: You have X minutes.	**In class:** We're all in this classroom, we all follow the rules. We are ready for learning. **In class recognition:** I notice that your table is clear. I notice that you're looking at me . I notice... It's time to learn...
Cloakroom: Coat on peg, back to class. Bag away, back to class.	**Assembly:** It's time for assembly. Sitting down, cross your legs. Looking, listening.	**Lining up:** Now we are lining up, next we will get ready for learning. I notice that X is peaceful. I notice that...

Proactive - for children presenting difficult and dangerous behaviours

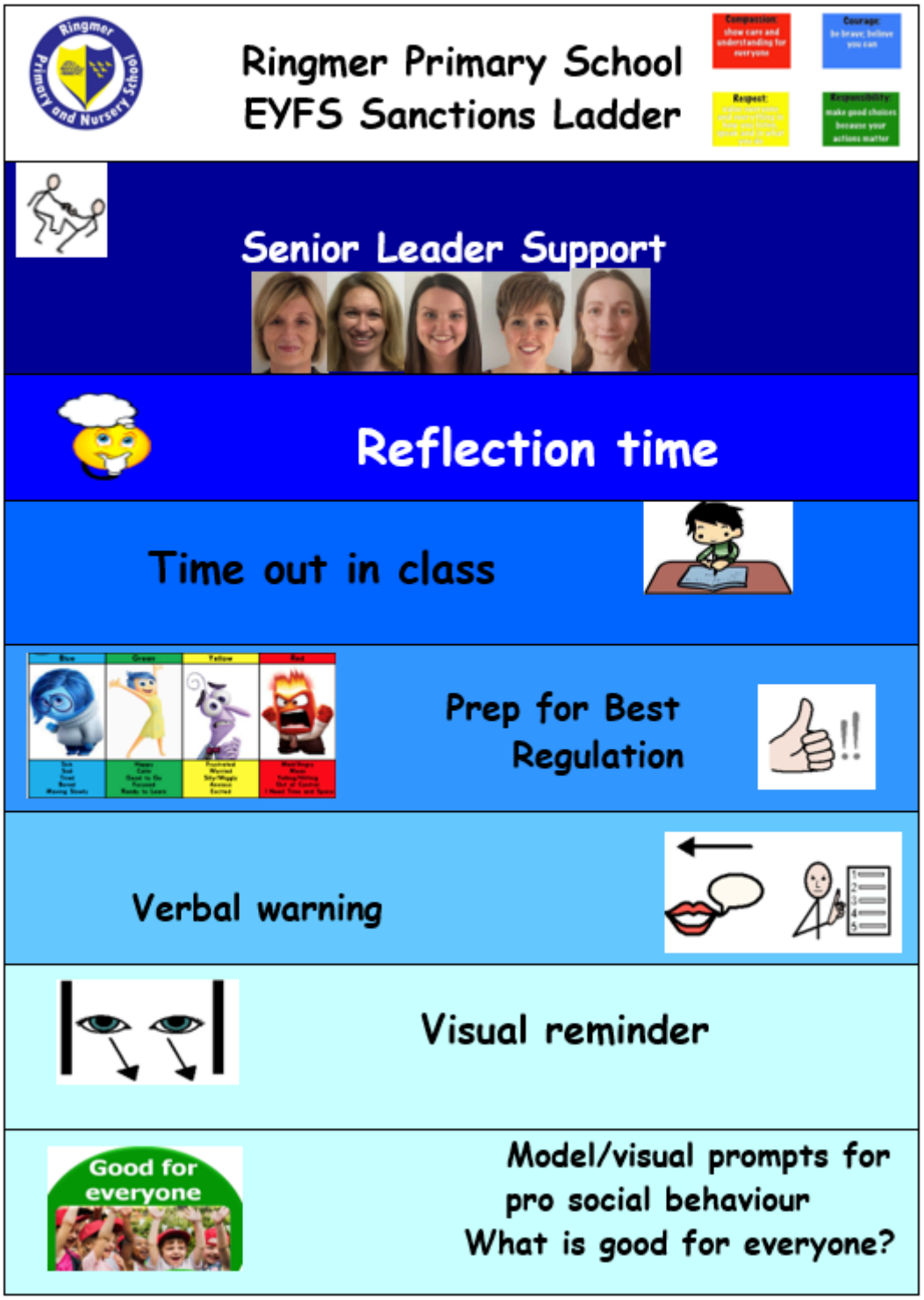
Situation	Action These actions may need to come first, to pre-empt the behaviour	Script *Rule, reminder, recognise*
A child struggles to remain in their chair during lesson time (unsocial)	• Does the child/class need a movement break? • Does the child need a timer to help them manage chunks of time? • Whole class reminders and praise for these following instructions • 'Jobs' - "When you are ready, I have a job for you." • Praise for those sat in their seat • When child engages appropriately, use positive praise. • Visuals for non-verbal communication.	"We sit in our chairs during lesson time. When we are sat down, we can begin.' 'Well done, X, Y and Z. You are sat in your chair."
A child hides under their table (unsocial)	• Does the child/class need a movement break? • Ignore unsocial behaviour • Move the other children away if needed • Whole class reminders and praise for these following instructions • When child engages appropriately, use positive praise. • 'Jobs' - "When you are ready, I have a job for you." • praise for those who are behaving appropriately (be explicit)	"We sit in our chairs during lesson time. When we are sat down, we can begin. 'Well done, X, Y and Z. You are sat in your chair."
A child hides under their table, upset. (unsocial)	• Is the child safe? • Move the other children away if needed • Check in and retreat • Give child time and space to calm	"I can see that you are sad/upset/angry. When you are ready to talk, I am here."
A child picks up resources at inappropriate times (unsocial)	• Does the child need a fiddle toy? • Does the child/class need a movement break? • Does the child need a timer to help them manage chunks of time? • Ignore unsocial behaviour • Visuals for non-verbal communication.	"We keep our hands to ourselves. We can touch our pencils/ fiddle toy. 'Well done, X, Y and Z. You are keeping your hands to yourselves."
A child struggles to follow whole class timetable/ adults agenda	• Choice of sheets/pen • Work with a partner or individually • Now and next board • Choice of learning space	"NAME, it is time for SUBJECT. Would you like X or Y sheet?" "NAME, now is X, next is Y."
Key support ideas: Proactive to prevent - what might the behaviour be trying to tell us? Make expectations clear and explicit - good sitting, what does this look like?		

De-escalation - for children presenting difficult and dangerous behaviours

Situation	Action	**Intervention Script by Lead Adult** - Cue in, stock phrase, take up time, repeat. *Down to pupil's level and calm, quiet language*
A child has left the classroom safely.	Then adult accesses box and work task. Work task will have been dropped in to work tray by teacher/other adult. Tick for good listening and sitting. If child returns to class reinforce with good listening and sitting language.	"NAME, you are showing me you need some help. I am here to help you" "This is here" "Good listening/ good talking."
A child has left the classroom in a high adrenalin state. What does this look like? Wandering or running outside of the classroom, taking objects from corridors, and 'flocking'.	One adult to follow from a distance or have the child in view if they are on the playground. Do not chase or give lots of attention. Attempt to keep out of the classroom until regulated, consult child's individual risk assessment for further action.	"NAME, you are showing me you need some help. I am here to help you" "NAME, these are your two choices, X or Y."
A child has left the classroom feeling angry, frustrated. What does this look like? Wandering or running outside of the classroom, crying, shouting.	One adult to follow from a distance or have the child in view if they are on the playground. Do not chase or give lots of attention. If a child becomes dangerous, swap with another adult who may have a better relationship.	"NAME, I can see that you are angry/upset/frustrated. When you're ready, I'm here." (When they're ready). "Talk and I will listen."
A child is causing damage in the classroom in an agitated state.	Key adult to remove the rest of the class to an alternative area. Intervene if a child is near electrical equipment or a risk to themselves or others.	"NAME, you are not safe in class. These are your two choices, to go X or to go Y." No further conversation needed.
A child enters another classroom inappropriately.	Key adult to pursue the child Reminders about safe space	Teacher: "This is not your classroom." Key adult "Safe space or outside?"
A child is attempting to hurt another child.	Remove the child who is being targeted to another class room or alternative safe space. If removal of a child deescalates the situation then go to repair/restore phase. If the child continues to be agitated and aggressive consider taking them off to complete a task or brain break before discussing their frustration towards another child.	"I am here to help you" See restore scripts.

Key support ideas:
Avoid multiple adults being around one child.
Whilst a child is in a dysregulated state do not discuss behaviour incidents in front of them it can be a trigger to increase anxiety.
Check with the adult who is working with the child if they require support or need to swap. "Help is available" script.
Don't over talk or offer too many choices/alternatives. Keep to the script. Time to process.

APPENDIX 3 Sanction Ladder



Ringmer Primary School
Sanctions Ladder

Learning away from peers





Reflection time in another classroom

Time out in class



Prep for best - Regulation

What do I need to refocus in class?
Good for you, Good for everyone
Class charter
Values hand





Verbal Warning





Look Warning



Ringmer Primary School
Sanctions Ladder
Playtimes

Reflection time away from peers



Warning to action what was discussed during closing the loop conversation

I am speaking to you again, this is a warning that you will need reflection time away from your peers



Time out to close the loop

I have had to speak to you again, it is now time to close the loop.
you can stand and talk to me here or sit on the bench.
I am going to give you some time to be ready to talk to me.
(Close the loop)
identify behaviour , identify zone for all involved, come up with solutions together.
finish conversation with
If I speak to you again then you will move up the ladder.
Can I help you to find something different to do?
I can give you a job, this may help you to reset before you are ready to play safely.

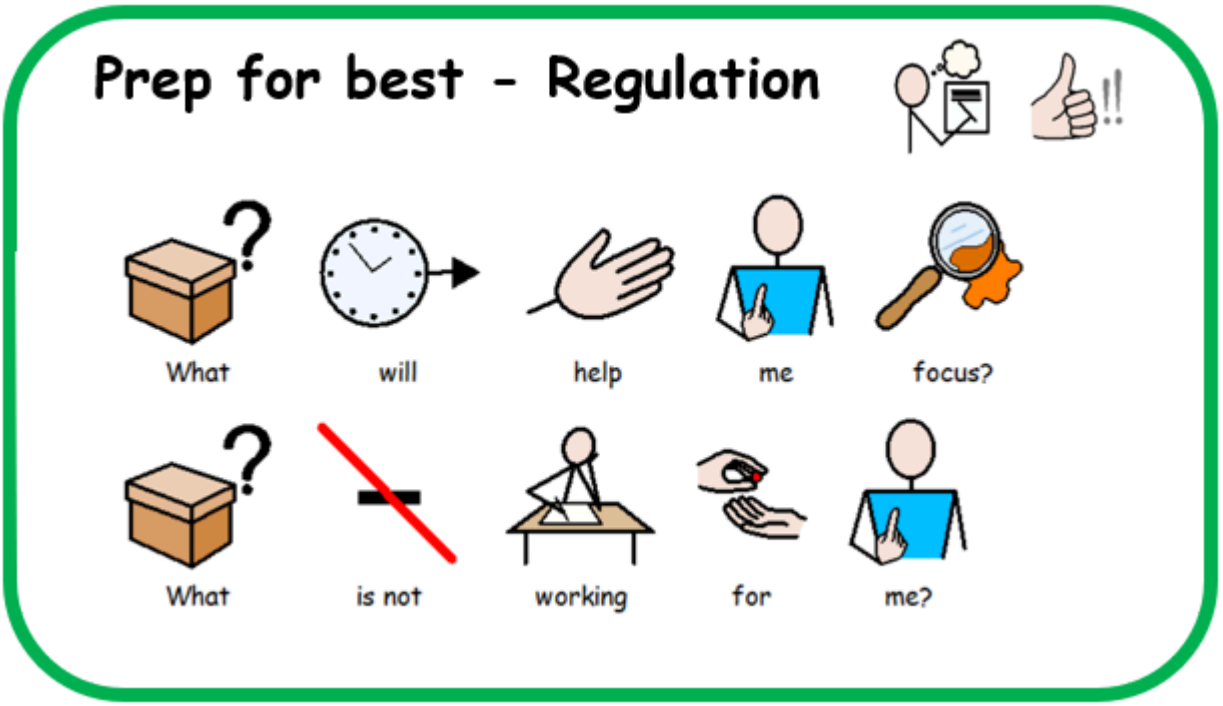
Verbal Warning

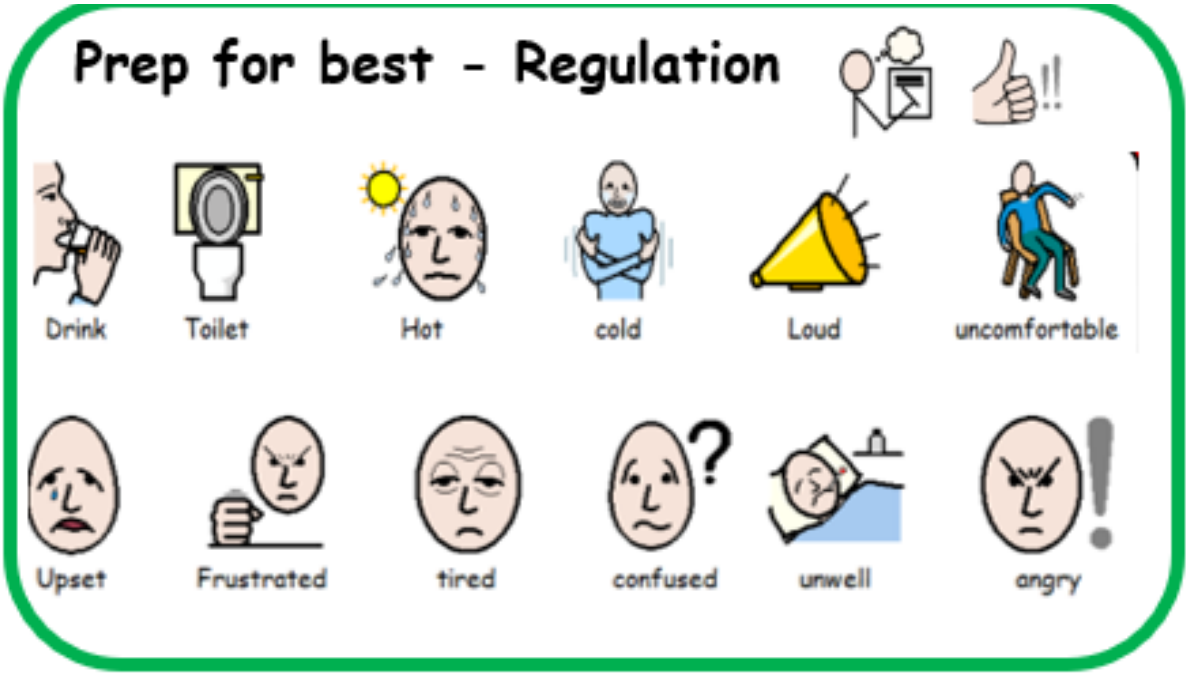
This is a warning. if i have to talk to you again then it will be time out to close the loop. Show me what you are going to play? I wonder, do you need to play with a different group/friend? I can help you.
Let's look at the playground charter.

Choosing games or activities that are good for me, good for you and good for everyone
You can play with the equipment here, you can play with your friends. you can play a game with me. I wonder what you are going to do?



These are the supports given at stage 3 of the sanctions ladder to help children choose a way to get back on track for learning.


Prep for best - Regulation
What
will
help
me
focus?
What
is not
working
for
me?


Prep for best - Regulation
Drink
Toilet
Hot
cold
Loud
uncomfortable
Upset
Frustrated
tired
confused
unwell
angry

APPENDIX 4 Reflection Time - Play times and lunch times

How a dispute is dealt with

If a dispute happens, we will deal with this with:

- **Care**: it should be widely accepted and applied that all children have the right to a hearing, to tell their 'truth', regardless of their mistakes or misdemeanours as hearing 'pupil voice' is fundamental.
- **Consistency**: all staff must accept responsibility for maintaining good behaviour throughout the school, and must model the types of behaviour encouraged by school policy.
- **Focus on repairing harm, rather than punishment.**
    - Using restorative questioning/debrief:
        - What happened?
        - What were you feeling/thinking at the time?
        - What do you think/feel about it now?
        - Who has been affected by what has happened?
        - In what way?
        - What impact has this incident had on you and others?
        - Which Core Behaviour/Value has not been followed?
        - What has been the hardest thing for you?
        - What do you think needs to happen to make things right?

These questions are always neutral and non-judgmental; they are about a perpetrator's behaviour and its effect on others. It should also be noted that for some children, these questions will need to be asked when they are calmer and therefore not necessarily at the time of the dispute. It should be noted that 'Why' questions should not be used. It is the responsibility of the adult initially dealing with the incident to organise who will be carrying out the restorative questioning/debrief.

In situations where a pupil refuses to admit not following our Core Behaviours/Values, an investigation will take place to ascertain witnesses' accounts. A decision of a sanction will be made on a balance of probabilities. It does not need to be as in a court of law. When deciding on a sanction, the adult should apply the 'balance of probabilities' standard of proof; i.e. whether it is more likely than not that the pupil did what he / she is accused of doing (this is not the same as requiring the criminal standard of 'beyond reasonable doubt' to be applied).' *Department of Education.*

Reflection Time

Adult to complete sections 1-3

Child to complete section 4

This will support the child when they return to discuss it with the adult who issued the RT

What happened? What was not working for you? Remember to allow plenty of time for a response. If the response is 'dunno' or similar, give them more time and an expectation that they can think of something and that you need a response	Is there anything else about that? Listen to understand
What kind of…..? Which school values does it link to? How?	How can we solve this? What is your part in this solution?

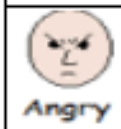
Respect, Responsibility, Courage and Compassion

Reflection Time

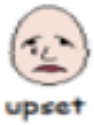


Circle, draw or write.













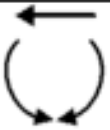
Respect

Responsibility

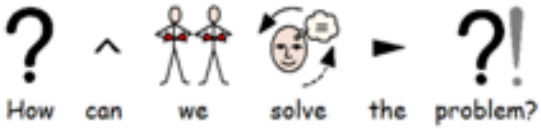
Compassion

Courage





Draw or write.



APPENDIX 5 - Behaviour terminology

Prosocial
Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society.
Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.

Unsocial Behaviour (referred to as 'difficult')
Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.
Not doing as instructed, but not to the detriment of others.
Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.
No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

Antisocial Behaviour (some are referred to as 'dangerous')
Behaviour that causes harm to an individual, a group, to the community or to the environment.
Behaviour that is likely to cause injury, harassment, alarm or distress.
Behaviour that violates the rights of another person.
Leaving their table without permission
Leaving the carpet during input/story without permission
Refusing to complete the work set
Refusing to take part in PE / forest School /choir and Music
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)
Rocking on their chair
Calling out/talking to a friend
Not listening to instructions
Playing/fiddling with equipment

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient.

Antisocial Behaviours	Dangerous Antisocial Behaviours
Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others'	Leaving the school building Leaving the premises Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling

learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)

It is important not to group unsocial behaviour with antisocial behaviour.

The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. It is often staff responding to unsocial behaviour that drives the behaviour to become antisocial.

Please be aware, all of these behaviours could be a sign of needing help or attention and pupils may be in a very heightened, anxious state – possibly due to factors outside of school – please be aware and sympathetic of this and that their behaviour may be a cry for help