



Stottesdon CofE Primary School and Nursery

**'We really care and make learning fun'
Our School Behaviour Policy**

Our school treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations. As part of The Shropshire Gateway Educational Trust this policy sits underneath the overarching [Trust Behaviour Policy](#).

We are a Church of England School and 'we really care and make learning fun' permeates through all we do (please see <http://stottesdon-school.co.uk/overview/being-a-c-of-e-school>). In our work, with each and every child, the value of care and love guides all our actions as we help them to truly embrace:

- Caring for ourselves - keeping safe, keeping healthy, keeping fit, keeping reflective (prayerful) - it is not selfish to learn to love yourself
- Caring for others - pets, friends, all members of the school community (staff and children), visitors, neighbours, others in the outside community
- Caring for our world - the environment, the neighbourhood, the school, the classroom, the earth and its harvest
- Caring for those in need - homeless (charities), the sick (hospital or hospice care), the bereaved (care groups), the lonely (community care) and the elderly (care homes)

Our daily assembly/worship is an important gathering each day in order to be together and reflect on key aspects of who we are and how we choose to be. Our values (humility and service; compassion; responsibility; justice; courage; forgiveness; thanks; respect; trust and truth; perseverance and hope; generosity; friendship) permeate all we do as a guide to our actions and decisions.

The Aims of the Policy

- To ensure a calm, purposeful and secure environment where teachers can teach effectively and children can learn.
- To promote an environment in which everyone feels happy, respected, safe and secure.
- To promote good relationships so that everyone can work together.
- To foster caring attitudes where achievements, at all levels, are acknowledged and valued.
- To encourage and teach increasing independence and self-discipline so that each child learns to take responsibility for his/her own behaviour and actions.
- To have a consistent approach throughout the school with parental involvement and support.
- To provide for pupils, staff and parents a sense of direction and a feeling of common purpose.

Reviewed September 2023

Core Principles

- Staff know that pupil's understanding of their emotions is a key aspect to understanding and managing behaviour. As a result, we adopt Emotion Coaching (See Appendix C) as a key strategy for all pupils.
- We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.
- Our school believes that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. We wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".
- Staff have a duty to help children succeed at school and to teach them to understand and regulate their behaviours in order to help them succeed.
- Staff have a responsibility to set clear and consistent expectations for behaviour.
- Staff have a responsibility to provide consistent positive encouragement to motivate children to behave.
- Children have a right to know what behaviours are appropriate to be successful in the classroom.
- Staff have a responsibility to teach their pupils how to manage their own behaviour.
- Staff must be empathetic but boundaried; firm but kind; 'Authoritative' versus 'Authoritarian' where adults are 'in control' versus 'controlling'.
- Behaviours should, where possible, be dealt with privately (not publicly)
- The behaviour choice (not the person) should be addressed and positively followed up.
- Most children can behave appropriately. Those who do not, either: choose not to; have not been taught; or have wider issues that need support.
- A close working relationship between home, school and pupil enables a more consistent approach towards behaviour. Information and strategies should be fluid between home and school.
- Children tend to be engaged if:
 - the task is meaningful
 - the level of challenge is appropriate i.e., not too hard so the child is overwhelmed, not too easy so the child is bored.
 - they have a clear sense of short term and long-term goals and receive positive feedback leading to a growing sense of confidence.
 - they have high self-esteem and feel valued.
- The following approaches are understood to lead to successful management of pupils' behaviour:
 - Role responsibilities, rules and routines are the basis for management and discipline
 - A non-confrontational focus
 - Emphasising behaviours as a choice and emphasising/developing behaviour ownership. Staff however are mindful and aware that for some children with specific issues (e.g. attachment) that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of the child are within their control. Pupils with these challenges will be dealt with sensitively according to training and advice (The Shropshire Attachment Aware Behaviour Regulation Policy and Appendix B)
 - Using a scale of least to most intrusive management style appropriate to the scenario
 - Utilising related consequences where appropriate e.g. tidying/cleaning mess
 - Developing positive corrective styles to solve problems
 - Promoting and supporting positive behaviour
 - Taking a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation. Not using certain practices that can be emotionally harmful (e.g. public shaming - both verbal and non-verbal - including the use of sad faces/colours against names on classroom boards).
 - Utilising the principle of Cool Off Time and supporting dignified use of the time in (as opposed to 'time out')
 - Having an ethos of shared responsibility for behaviour - pupil, school, home and external agencies.
 - And finally:
 - Failing to plan is planning to fail. Teachers need to allocate time and effort to systematically teach children how to behave as well as having a continuum of strategies. Strategies should begin with those that are subtle and preventative and move towards the use of those that are more apparent and reactive. The progression should be incremental and systematic, rather than extreme and haphazard. This organisation provides a calm, fair, consistent and neutral approach to behavioural decision making and subverts the likelihood of emotionally charged interactions that are neither an efficient nor effective use of staff time.

Frameworks in our School

Golden Rules and Whole School Ethos

Our school has Golden Rules which apply to all across the school. These are displayed around the school and introduced/used in assemblies. They are chosen to reflect the ethos, values and goals of our school:



Golden Rules reflect whole school expectations and are supported by the Classroom Expectations. In addition, reflection themes each term (see termly plan and policy) actively explore and reflect on our core values which we attempt to show and use in our everyday lives. Assemblies also celebrate themed events such as Internet safety and Anti Bullying week/events. Our RE/PSHE curriculum (see policies) aims to educate pupils in their awareness and choices. We continue to raise the profile of protected characteristics (age; sexual orientation; gender reassignment; race; disability; religion/belief; pregnancy/maternity; marriage/civil partnership) as we educate children in their relationships; in showing respect; in understanding the world they are growing up in; in understanding equality and diversity and in their own personal and social development. Diversity is something that should be accepted, respected and valued.

Classroom Expectations:

All classes have a classroom expectations plan (displayed) that has been created by all (staff and pupils) in the class. This will have three parts:

1. *Classroom Expectations* - children must follow these at all times
2. *Positive Recognition/Rewards* - children receive these for following the expectation
3. *Consequences/Sanctions* - these result if children choose not to follow the expectations

There will be whole class activity, during the first week of an academic year, which involves all in the class (Teachers, Teaching Assistants, Pupils) in order to give ownership and value. Once created, the plan should then followed up throughout the year as appropriate. **See the behaviour appendix for further guidance for staff preparation**). Below is further explanation for staff.

1) Classroom Expectations

- Discuss classroom expectations and agree what behaviours are expected in the classroom.
- Choose a limited number of rules/expectations (appropriate to age and needs of group) so they can be kept high priority and known by all.
- Choose expectations that are observable. Vague rules are difficult to enforce.
- Choose expectations that apply all through the day.
- Choose expectations that apply to behaviour and attitude only.

2) Positive Recognition

- Use positive recognition to reinforce classroom expectations and appropriate behaviour.
- Increase children's self-esteem through consistent, meaningful recognition. Let them know you notice their efforts.
- Praise children often. It is the most powerful tool you have.
- Acknowledge positive behaviour with rewards, e.g. stickers, dojo points (or similar scheme), house points, marble in jar, certificates, visiting the Headteacher, 'dip in the box' gift reward, achievers' assembly.
- Motivate children through special privileges such as class monitor jobs.
- Use positive whole class recognition and rewards to praise new behaviours or to approach a specific problem behaviour.

3) Consequences

- When disruptive behaviour occurs, be prepared to deal with it calmly and quickly.
- Have in place recognised consequences that children receive should they choose to disregard the classroom expectations (*See the behaviour appendix A for further detail*).
- Consequences do not need to be severe to be effective.
- Consequences must be ones the children do not like, but should never be physically or psychologically harmful.
- Consequences should be listed in a hierarchy in case expectations are persistently ignored.
- The first consequence should always be a prompt (look or quiet word) to amend a behaviour.
- Contacting a parent or sending a child to the Head will be near the end of the hierarchy.
- The hierarchy should include a 'severe clause' for dealing immediately with severe behaviour.

Teaching the Expectations

- Create with the class to ensure ownership.
- Explain why rules are needed.
- Consistently reinforce expectations.
- Review rules frequently, make expectations clear at the start of each session if necessary.

Example Classroom Expectations

1. Follow the teacher's instructions/co-operate with staff and peers
2. Keep hands, feet and objects to yourself/respect people and places/look after your workspace and classroom resources
3. Be kind and caring to others
4. Have a go/give 100% to all you do/be willing to learn
5. Focus on tasks and allow others to learn

<i>Positive Recognition</i>	<i>Consequences</i>
<ol style="list-style-type: none">1. Praise2. Sticker, house point, marble in jar, whole class reward3. Positive certificate to take home, achievers	<ol style="list-style-type: none">1. Non verbal prompt (look or quiet word) to amend a behaviour2. Verbal prompt - positive verbal reminder of expected behaviour/rules3. Given a choice and reminded of the consequences (praise if appropriate choice taken or continue with consequences)4. Stay behind at break/Work in a different place5. Write out an apology6. Teacher calls parents7. Involvement of a line manager/headteacher (severe clause).8. Home school target book with regular meetings until back on track.

If pupils progress to points 4 or above the restorative approach will then involve them acknowledging their behaviour was the wrong choice and the child needing to put right the choice with an apology to those involved. Children should be supported to do this over time and according to their needs.

Remember - positive recognition or consequences do not need to be big things. Consistency is the key.

Circle Time and Class Personal, Social, Health and Moral Education Lessons

With expectations and behaviour in general, it is useful to have discussion times or other activities which enable pupils and adults to express/discuss behaviour they find aggravating/supportive. These have most impact when linked to real issues or scenarios that arise. Circle time or discussions can be with groups or the whole class and are an important tool to help everyone understand what we can all be doing to help everyone get along. A record of expectations of each other after these sessions may be helpful to return to for reminders or praise.

BULLYING

We recognise that bullying (incl cyberbullying, prejudice based and discrimination bullying) can happen in any school and in many other areas of social life. We encourage children to work against it and to report any incidents of bullying. Our school has an annually reviewed Anti bullying policy that should be read alongside this document.

We fully embrace the statement in Valuing all God's Children (Church of England, 2019): 'Pupils are helped to work out how to live fulfilled, embodied lives; how to be happy with the skin they are in. They are also encouraged to celebrate the wonderful variety of different ways of being human.' 'Schools need to support pupils who are members of a minority group or who are perceived to be different: these pupils are vulnerable to being bullied and to being made to feel like outsiders or unwelcome. We need to ensure that no child or young person can leave a CofE School without a sense of their own belovedness and without being offered honour as a person of divine indwelling.'

Behaviour Log

- If there are ongoing concerns about behaviour, a log may be used to record and monitor incidents. The purpose of the log is to develop a clear, accurate picture to monitor/identify patterns in order to support the child. Behaviour logs will be shared with the headteacher.
- Serious or repeated incidents (e.g. regular disturbing of learning; child on child abuse; bullying; inappropriate language/behaviour - sexual/homophobic/racist) will always be referred to the Headteacher. A separate log of these incidents will be recorded on My Concern. Please refer to the school Safeguarding Policy for further information.

Suspensions and Exclusions

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using suspension/exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When considering exclusion the Headteacher and Governing Body will use the Trust Exclusions Policy and the [DFE Suspension and Exclusion Guidance 2023](#).

Only the headteacher (or the acting headteacher) has the power to suspend/exclude a child from school. The headteacher may suspend 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. If the headteacher suspends or excludes a child, s/he informs the parents or carers immediately, giving reasons for the suspension/exclusion and a range of information as detailed in the policy/guidance above. Template letters are available to support with this.

The role of the governing body

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion or suspension appeals on behalf of the governors. When an appeals panel meets to consider an exclusion or suspension appeal, they consider the circumstances under which the child was excluded/suspended, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

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Removal from a situation and/or use of Positive Handling (Reasonable Force)

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. Staff should ensure they do not model aggressive behaviour but discourage such behaviour in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and school may use pre-agreed scripts and phrases to help restore calm.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use **physical interventions** to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. **The degree of force used should be the minimum needed to achieve the desired result.** This can range from guiding a child to safety by the arm/or hand around the back, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of the classroom.

Where appropriate (e.g. regular physical intervention), Individual Behaviour Plans and/or Pastoral Support Plans and/or Individual Provision Maps will be created and reviewed. Parents and children will be informed and involved in this process. This allows for full consideration to be given to individual circumstances and to plan ahead as far as possible to minimise risks. Plans should be shared with all relevant staff and available for anyone covering the class.

Supporting documentation:

- Anti-Bullying Policy
- Teaching and Learning Policy
- The Shropshire Attachment Aware Behaviour Regulation Policy
- RE Policy
- PSHE Education Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- E-safety policy
- SEND Policy and report
- Assembly/worship policy
- Looked After Children Policy
- DFE [Behaviour in Schools Guidance Sept 2022](#)
- [DFE Suspension and Exclusion Guidance 2023](#)

Behaviour Policy Appendix A

Colour/level	Pupil Behaviour	Teacher Action	Extra Support
1 - Green	<p>Pupil respects others, is cooperative and self-controlled.</p> <ul style="list-style-type: none"> Looking after our school belongings and keeping school tidy Looking at the person who is talking (unless has a specific difficulty) Listening to what others have to say Choosing the right time to talk Letting others get on with their work Working collaboratively Giving 100% effort Having a can do approach Showing good manners e.g. holding doors, saying please and thank you Taking pride in our work Walking around school Always making the right choices Kind, helpful, empathy Growth mindset Independent Playing fairly/sharing Forgiving Tidy 	<p>Positively reinforce behaviour with appropriate comments and specific feedback. Praise class for behaving in the expected way.</p> <p>Rewards:</p> <ul style="list-style-type: none"> Praise – stickers Housepoints – academic Marbles – social Raffle tickets certificates Pupil/table of the week Golden time Achievers 	<p>Involve colleagues and parents/carers in celebration of pupil's achievements.</p>
2 - Yellow	<p>Basically respects others but may have difficulties that affect self-esteem. Some degree of frustration, low level concentration. Minor disruptions, e.g., rudeness and annoying others.</p> <ul style="list-style-type: none"> Not listening Talking when others are Shouting out Distracting others Rough play Rushing round school Being unkind to others Leaving classrooms untidy Not looking after other people's belongings Not working as a group when asked Not putting 100 % effort in (work avoidance) Answering back when an adult is talking Not following adult instructions Anything that interferes with the flow of the lesson. 	<p>Supportive teachers seek a solution to the problem with the pupil. Reinforce success, 'green' behaviour reminders, class meetings.</p> <ol style="list-style-type: none"> Non-verbal prompt ('The Look') from an adult. Redirect play/learning/focus. Resettle class/praise/proximity praise. Positive verbal reminder of what's expected. Emotion Coaching as appropriate. Give choices (2 positive) - discrete warning/reminder of consequences. Continued emotion coaching as appropriate. If the behaviour is persistent then the pupil will receive a consequence and might be asked to work away from peers, spend 5 minutes in Time In, miss some of break time / playtime. The restorative approach (when calm) will then involve them acknowledging their behaviour was the wrong choice and the child will then apologise to those involved. Pupils with attachment may need support with this (emotion coaching). 	<p>Informal consultation with class teacher and other colleagues, support staff and parents/carers.</p>

3 - Yellow to Red	Persistently violates the rights of others in a minor way. Has continuing but minor problems e.g. violates rights of others, continues level 2 behaviour, poor attitude to learning and work, rude and unresponsive in class.	Teacher speaks to child and member of SLT. Child will lose playtime and/ lunchtime to discuss behaviours. Persistence may lead to loss of privileges e.g. representational activity or exclusion from special event <ul style="list-style-type: none"> • Speak to SENCo if there are any concerns which made need further support from outside agencies. • Speak too phase leader (phone call/ meet with parents and class teacher as necessary) Log of behaviour should start to be kept – Arbor/book or ABC log	Parents/carers should be contacted. Wider staff begin to have knowledge. Consider: <ul style="list-style-type: none"> - targeting through the 'staff – say something positive scheme' - Pastoral support/mentoring - Early Help
4 – Persistent red behaviours	Continually breaches the rights of others. Regular and serious infringements of the rights of others, e.g. child on child abuse, verbal or physical assault, intimidation, vandalism, defiance, disruption, isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help. <ul style="list-style-type: none"> • Swearing at a pupil or adult • Shouting at an adult • Arguing or being rude/insolent with an adult • Refusing to co-operate • Damaging property • Stealing • Using words that are very disrespectful when talking about somebody • Bullying, Racism, Sexism, Homophobia, Ageism • Running out of school/leaving school site • Leaving class without permission • Throwing food • Breaking other people's belongings • Graffiti • Fighting/physical violence to another person • Sexual harrassment • Or continuous yellow behaviours 	<ul style="list-style-type: none"> • The pupil will need to be reported to a senior member of staff. Documentation of behaviour should be recorded and filed. The pupils may need a Behaviour Plan which may involve a report and reward chart. • Persistence may lead to loss of privileges e.g. representational activity or exclusion from special event • Speak to the Headteacher (phone call/ meet with parents and class teacher as necessary) • Home– School Target Book and regular meetings with parents/ carers as necessary until they are back on track. • Use of the school safeguarding policy as appropriate e.g. child on child abuse. 	All colleagues aware of the child, the issues and the supporting strategies being implemented. Outside agency involvement where appropriate e.g. inclusion services (pupil planning meeting), educational psychologists, Early Help, Safeguarding, behavioural specialist, alternative provision.
5 - Red	Seriously violates the rights of others and shows no signs of wanting to change e.g. abusive, poor effect on peers, dangerous, uncontrollable and uncooperative. Teacher refers pupil to Deputy Head/ Headteacher. (misuse of substances/drugs deliberately bought to school would lead to suspension/exclusion)	The pupil could be suspended/excluded in line with the DFE guidance Shropshire County Council will also be informed. Use of the Safeguarding Policy as appropriate.	

APPENDIX B

Shropshire Attachment Aware Schools Pledge

Our school signs up to the following Attachment Aware principles:

1. Attachment is 'everybody's business' and underpins all our practice. We will endeavour to train most of our staff in the Level 1 training.
2. We recognise that all our behaviour is a communication and respond accordingly, with awareness of our own attachment styles.
3. We use our Attachment Aware Self-Evaluation Form as a working tool to guide our whole school practice.
4. We know that our school will succeed, and achieve good attendance and results, when the Social, Emotional and Mental Health (SEMH) needs of staff, children/young people and families is prioritised.
5. We recognise the importance of reflective practice, and support staff to build this into their everyday work, to effectively manage their roles.
6. We will do all we can to enable children and young people to remain securely based in our school, through the vehicle of positive relationships.
7. We know that children and young people do best when professionals work collaboratively and harmoniously together with families/the wider community to address their needs.
8. We recognise that good leadership in schools will achieve these principles of inclusion.

APPENDIX C

Emotion Coaching

In October 2022 staff were given Emotion Coaching training by Dr Eleanor Tomlinson (Educational and Child Psychologist). Full training slides are available in school but below is the 3 step process with examples.

Steps in Emotion Coaching

... a practical three-step approach to dealing with behaviour in the moment

- Step 1** Recognising, empathising, validating the feelings and labelling them
- Step 2** Setting limits on behaviour
- Step 3** Problem-solving with the child or young person

Step 1: Empathise, validate and label

- Recognise all emotions as being natural and normal, and not a matter of choice
- Look for physical and verbal signs of the emotion being felt
- Take on the young person's perspective (attunement, mentalising / mind-mindedness)
- Use words to reflect back the child or young person's emotion and help them to label the feeling
- Affirm and empathise, allowing the child or young person to calm down through co-regulation
- Provide a narrative for the emotional experience, creating cognitive links through co-learning



Example scripts – step 1

- 'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'
- 'I can see you're out of your seat and aren't focused on your work. I am wondering if you're feeling bored because the work is too easy or frustrated because it is too much?'
- 'I noticed you biting your nails and looking worried. I think you might be feeling nervous right now. Have I got that right?'



Step 2: Set limits

FIRST co-regulation

- Establish rapport
- Building on attunement with the child or young person
- Mirror neurones then create engagement with the social and emotional brain
- Important that the adult sets the emotional tone – not the adult reflecting back the angry or distressed face of the child, but the child being able to reflect the calm and empathic face of the adult

THEN teaching / co-learning

- State the boundary limits of acceptable behaviour
- Make it clear that some behaviours cannot be accepted
- Depersonalise if possible, e.g. 'It's against our house rules'



Example Scripts – Step 2

- 'These are the rules that we have to follow. Doing that is not okay.'
- 'We can't behave like that even though you are feeling annoyed because it is not safe.'
- 'You didn't put the ball away as we agreed and that means you cannot play with Jack right now.'



Step 3: Problem-solve with the child

- When the child/young person is calm and in a relaxed and rational state...
- Explore** the feelings that gave rise to the behaviour, problem, or incident
- Remember that all feelings are acceptable
- We manage our feelings by making choices about how we respond
- Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes
- Empower** the child or young person to believe they can overcome difficulties and manage their own feelings and behaviour



Example Scripts – Step 3

- 'Next time you're feeling like this, what could you do?'
- 'How do you think you will react next time if this happens?'
- 'Shall we think about how we can work things out so that we get the work done that we need to, but so that you also have some time to carry on with your project from last lesson?'
- 'You need to sit either by Emily or by Ms. Smith in front of me – which would you prefer?'



Example emotion coaching script

- 'I can see that you are upset because you cannot find your pencil, I get upset when I lost my things too.'
- 'You cannot carry on sitting on the floor now as that is distracting the other children and it is stopping you from doing your work.'
- 'Perhaps you could use a different pencil for now and then we can look for your pencil together after this lesson?'
- 'If you lose your pencil again in the future, how do you think you could handle it at that time?'

