

Yorke Mead Primary School
Behaviour for Learning Policy
September 2023



Our School Vision Statement
BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

DARE TO...

D - Determination

A - Ambition

R - Resilience

E – Enjoyment

T - Trust

O - Openness

Our sunshine rules:



Be Kind

Be Safe

Be Responsible

Yorke Mead School ethos is built on supporting young people and adults to be the best that they can be. In terms of Behaviour for Learning, this ethos is centred on creating a culture and climate of self-discipline, reflection upon our behaviour and the choices we have made, respect for others and empathy for how any individual's behaviour affects the learning of others. The school has a three basic rules (be kind, be safe, be responsible), but our behaviour for learning policy is not primarily concerned with rule enforcement. Through our school policies we aim to establish a learning climate which enables all members of the school to work and learn together. It is a means of promoting **good relationships**, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together effectively and to allow individuals to reach their full potential as learners themselves.

Positive learning behaviours are:

Readiness for learning

Resourcefulness when learning

Responsibility for your own learning

Resilience in learning

Reflection on your own learning

At Yorke Mead we foster the development of these learning behaviours using our DARE TO values and the development of the '4 C' thinking skills employed in Philosophy for Children.

Principles

Yorke Mead's Behaviour for Learning Policy is built upon the following principles:

- All staff need to know how to promote pro social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating.
- All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.
- The majority of children in our school community are unlikely to behave in any way that may impact negatively on another person's opportunity to learn.
- All members of the school community have a right to work and play in an orderly, safe environment, and have a responsibility to maintain such an environment by their own behaviour.
- All students will be given support to improve behaviour that falls short of our community expectation. This support may take many forms but will always be focused on empowering the individual to improve their behaviour so as not to damage their own learning or the learning of others.
- All staff will reward positive behaviour through the school reward systems and appropriately challenge unacceptable behaviour, which will always have an educational consequence and may require a protective consequence too. This includes behaviour outside of the classroom as well as inside it.
- All staff will model the behaviour and social skills that lead to positive behaviour for learning amongst our pupils, both in learning time and in the children's play time.
- Behaviour and learning are improved when children and staff can enjoy an attractive, safe and clean environment. All members of the school community have a duty to maintain this environment.
- Children will be taught that some behaviours are not appropriate in the current climate of social distancing and will be helped to understand how their behaviour impacts on others who may need to be more stringent and careful.

- All members of the school community (staff, children, parents) will support the school's behaviour for learning policy and will support the children in achieving the best that they can.

The aims of our behaviour policy

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education.

To do this there is a focus on approaches that:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

At Yorke Mead our work is focused on actively encouraging and teaching to support the development of pro-social behaviours and to help children to understand that all behaviours bring a consequence as a result of their actions.

Pro-social behaviour is:

- Behaviour which is positive, helpful and intended to promote social acceptance.
- Characterised by a concern for the rights, feelings and welfare of others.
- Behaviour which benefits other people and society.

Examples of pro-social behaviours include:

- ✓ *Listening when someone is talking*
- ✓ *Responding politely to others*
- ✓ *Working positively and allowing others to work positively*
- ✓ *Being polite and friendly*
- ✓ *Helping others*
- ✓ *Moving around school quietly and safely*

Unsocial behaviour is:

- Not seeking or giving association to others.
- Unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others.
- Not doing as instructed, but not to the detriments of self or others.

Examples of unsocial behaviours include:

- ✓ *Not conforming to school uniform rules*
- ✓ *Demonstrating a poor attitude to learning*
- ✓ *Non completion of school work or homework*
- ✓ *Not lining up quietly*

Anti-social behaviour is:

- Behaviour that causes harm to an individual, community or environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person
- Behaviour that is contrary to the law and customs of society

Examples of unsocial behaviours include:

- ✓ *Disruption in lessons*
- ✓ *Not respecting the school environment e.g. dropping litter, mistreating equipment*

Serious anti-social behaviours include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual 'jokes' or taunting
 - Physical behaviour like interfering with clothes or inappropriate touching
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft

- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

Mobile phones

Pupils in Year 5 and Year 6 are allowed to mobile phones with them to the school site only with prior agreement and consent of parents and school – a form is available for parents to complete. This is to give the children and their parents the confidence to manage the walk to and from school independently, and to support pupils to understand the appropriate use of a mobile phone.

Mobile phones **MUST** be handed in to the school office, where they will be stored safely throughout the day. Pupils are not allowed any access to their mobile phone during the school day.

Pupils are not able to use their mobile phones in the school grounds either before or after school.

There will be exceptions to the rules for medical or personal reasons – these will be agreed between home and school prior to any phone coming into school.

If a child is found using their mobile phone in school without permission the phone will be confiscated, and parents will need to collect the phone from the school office/senior leader.

Liability is an issue, in case of loss or damage parents should know that school does not take responsibility.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

There are occasions when bullying may be a ‘one-off’ event towards one pupil, but a repeated behaviour by the perpetrator.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, ability/disability)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Yorke Mead School we do not tolerate bullying, racism, sexism, discrimination, or intimidation of any kind. If we discover that an act of bullying, racism or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate these behaviours, we do everything in our power to ensure that all children attend school free from fear. Any incidents of bullying or racism are reported to the Head Teacher and recorded on the CPOMS system. Parents are informed of any bullying or racist incidents that occur involving their children. (For further guidance see the school's 'Anti-Bullying' Policy).

Expectations of Children to Promote Positive Behaviour for Learning

Our school ethos expects all children to conduct themselves with respect and a commitment to doing the best they can to promote positive behaviour for learning. The characteristics of positive behaviour for learning at Yorke Mead are built around the thinking and learning characteristics of P4C (Philosophy for Children).

These are:

- CARING THINKING & LEARNING**
- COLLABORATIVE THINKING & LEARNING**
- CREATIVE THINKING & LEARNING**
- CRITICAL THINKING & LEARNING**

CARING THINKING & LEARNING	COLLABORATIVE THINKING & LEARNING
Positive attitude – wanting to learn Eagerness to participate and staying involved Persevering – being persistent; stick at it; don't give up Have a 'can do' attitude – never say "I can't" or "I give up" Set yourself targets and practise to achieve them. Arrive in school punctually and ready to learn Have the right equipment for your learning – e.g. PE kit, reading book etc.	Working with others – learning from others and helping others to learn Allowing others to have opportunity to learn Respecting other people's ideas Managing your own emotions and considering the consequences of your actions on others Asking relevant questions and listening to others
CREATIVE THINKING & LEARNING	CRITICAL THINKING & LEARNING
Show initiative and learn in different ways Make use of all learning materials and the learning environment Make good use of your peers and the adults in school Using skills you have acquired in other areas of learning	Be curious – don't just accept Reflect back on your learning – how well did you achieve, what could you do to make it even better Be able to describe honestly how you feel about your learning and the progress you have made Listen to and learn from the feedback from other people Give constructive feedback to others Feel positive about mistakes and see them as an opportunity to learn

Where a class struggles with an element of expected behaviour e.g. working quietly, the class teacher will work with the children in their class to establish a positive strategy of support to focus on improving this. All children sign the 'Home School Agreement' which outlines the school's expectation when they start in Key Stage 2.

The school employs **Pastoral Support Staff** who play key roles in supporting children in learning to manage their own behaviour. Our Pastoral Support Team have some fluidity in their timetables which allow them to respond to the child most in need at any one particular time.

Roles and Responsibilities

The governing board

The children's committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Approving and reviewing this policy in conjunction with the Children's Committee
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Modelling expected behaviour and positive relationships
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Implementing the behaviour policy consistently
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly using the CPOMs log
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

It is important to note that for some children the general behaviour policy is too broad brush. Some children have additional needs that may impact their behaviours in some situations. These children may need to have their own plan, with adaptations to meet their particular needs. Examples might include:

- A child requiring a risk management plan around his/her behaviour
- A child requiring individual positives chart.
- Regular planned and unplanned short breaks from learning
- Opportunities for regular time out of the classroom to reduce anxiety and regulate to be ready to learn.

Staff will endeavour to ensure the needs of individuals are met for the benefit of the individual and the rest of the class or school.

School Behaviour Curriculum

The whole school approach to supporting children's development of pro social behaviours is focused around developing within the children a strong understanding of British Values and an understanding of their own feelings and the feelings of others. Much work in this area develops through our PSHE curriculum, which is supported by the Jigsaw scheme. This is supported through an understanding of their own brain and bodies, helping them to understand how their body reacts in different situations and teaching them strategies they can apply to help them.

The development of self-esteem and personal and social skills

The PSHE curriculum includes time to develop social skills as well as developing an understanding of how to keep ourselves physically and mentally healthy and safe.

In addition, from year 1, each class will have a Philosophy for Children (P4C) session. P4C enables children to develop the ability to listen to and understand different perspectives and points of view. There is no right or wrong answer to the questions allowing children to share ideas with greater confidence and developing their sense of self-worth and self-esteem. P4C uses the four different thinking skills (Caring, Collaborative, Creative and Critical) that our behaviour for learning policy is built around. Full enquiries are held every 4 weeks; children take part in short, philosophical thinking activities on a weekly basis.

Children in KS2 have one assembly a week (Talking Assembly) where issues of concern can be discussed. All children are encouraged to participate. Key Stage 1 children have an assembly that can be adapted to explore a key theme based on need using stories, poems or discussion.

Mindfulness and Core Breathing

As a school we have adopted the core breathing elements of the Mind Up Curriculum and teach our children about the key functions of the main areas of the brain. A key aspect of this is the daily core practice of preparing our minds for learning. This will occur **at least three times every day**, most frequently at the start of every morning and afternoon session and usually after break time. Staff may encourage children to adopt the strategy at other points in the day too should they feel it would be helpful.

At the start of each year, and new term, time is dedicated to establishing the children's understanding of core breathing, mindfulness and the way their brain works. This is all essential information to help children understand and manage their behaviours.

External Discipline V Internal Discipline

'The move from external discipline to internal discipline is the journey from child to adult. We all need to help young people on this journey.'

Angela Wadham 2009

At Yorke Mead our behaviour policy places emphasis on discipline as a verb, with a focus on supporting children's learning to train themselves to manage themselves in a controlled and habitual way.

How Positive Learning Behaviours Are Encouraged

Our Sunshine Rules:

At the beginning of each school year every class will discuss what the agreed 'Sunshine' rules will look like. These rules are also discussed in assemblies. The aim of discussing the rules is to help the children put practical contexts around the rules.

The rules are based on the following values:

Respect for self

Respect for others

Respect for learning

Respect for property.

Our sunshine rules are:



Be Kind

Be Safe

Be Responsible

They aim to provide a safe, effective and supportive learning environment.

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to staff and their peers
- In class, work in a way that makes it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Reflect on their behaviours and accept the consequences these bring
- Behave in a positive way at all times including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

How we promote pro-social behaviours at Yorke Mead

- **Welcoming children/Greeting children personally at the start of the day** – taking time to show an interest in each individual child.
- **Relationships** – staff will aim to build positive relationships with **all** children, especially those who struggle with their behaviour. Some children will have key workers they are able to talk to if they need to.
- **Role modelling** – staff will model polite and calm manners, help children to know that everyone makes mistakes and support children to understand the feelings of others
- **Teaching through P4C** – this helps children to listen to and respect the feelings and viewpoints of others and encourages a collaborative approach to pro-social behaviours.
- **Creating a stimulating environment** that encourages pupils to be engaged and where they feel valued and respected
- **Consistency and establishing clear routines** – all staff in school follow the behaviour plan and apply the behaviour policy.
- **Scripts and Routines** – all classes share the class visual timetable daily. Some children have their own visual timetable and go through this with 1:1 support and their own social story to support their behaviour.
- **Positive phrasing** – telling children what to do, not what they shouldn't do. E.g. *'Walk in the corridor thank you'* as opposed to *'Don't run!'*
- **Limited choice** – This involves giving some control to the child within the realms of what is acceptable to the adult. E.g., *'Put the pen on the table or in the box'* or *'Where shall we talk- in here or in the library?'*
- **Planning** – staff will think ahead and plan for any possible challenges or difficulties a child may have using 'plan and predict'. Some children will have a behaviour support plan that all staff use to manage difficult times. Anxiety mapping may also be completed to know times when a child may find times more difficult.
- **Reward and Positive reinforcement** – staff will actively seek 'catching a child doing it right' and praising children when they see this. Rewards, once issued will never be removed and may be given to the individual, group, class or year group.
- **Comfort and Forgiveness** – after any incident at Yorke Mead, once calm, we will ensure the child reflects on their actions and makes the situation right with the person they injured. This allows the relationship to repair and for the child to have a fresh start.
- **Concluding the day positively and starting the next day afresh**

Where possible staff will aim to use the full range of techniques to avoid conflict:

Positive Phrasing:

Come and sit next to me for a story.

Limited choice:

Would you like to sit on the chair or the beanbag?

Disempowering the behaviour

You can listen to the story from there.

Consequence:

We will check you understand the story before you go out for break time.

Consequences not punishments

Our behaviour system is built around teaching children that there are natural consequences to their behaviour, whether this be pro-social, unsocial or anti-social. The aim is to help children to understand that something logically or naturally follows from an action. Consequences may be **protective** or **educational**.

A protective consequence would involve the removal of a freedom to manage or prevent harm. It may also involve increased staffing ratios. An educational consequence involves the learning, rehearsal or teaching necessary so that the freedom can be returned. The educational consequence will involve a discussion around what happened and a reflection on how the child could have acted differently. If a child is not ready to have this discussion we may wait or facilitate this using phrasing such as 'I wonder if...' At Yorke Mead we use emotion coaching to frame this discussion. ***It is essential that there is always an educational consequence*** as it is these that provide the student with the skills and incentives to behave differently faced with the same set of circumstances.

To support children in their learning it may be necessary to limit their freedoms in an area for a period of time. This would be a consequence rather than a punishment. For example, if a child hurts another child in the playground they may have limited access to the playground for a few days, with chance to reflect further on their actions and then choice within choice of what they can do (e.g. you can do Lego or draw). Freedoms will be returned gradually and with support as required.

See appendix two for more guidance on consequences.

Safe Space

Each classroom has at least one 'safe space' where children who need time out can ask to move to if they are feeling anxious or teaching staff might offer to children to support their learning. This is a quiet place where they can hopefully manage their feelings better. There are also a number of safe spaces around the school out of class. Children may, with prior agreement, be allowed to take themselves to their safe space to allow themselves space to calm down or re-regulate themselves. The safe space is an area a child can choose to move to, or if required may be directed to move to as an educational consequence. Some classes may benefit from more than one safe space if the cohort needs require this.

From September 2023 there will be an additional safe space known as the 'emotion den' in the school library. This safe space allows the staff and children to fully explore the range of vocabulary linked to emotions supporting the children's emotional literacy.

School Council

Children from Year 2 upwards select two members of each class (one girl and one boy) to the school, council at the beginning of each school year. The school council discusses issues that concern each class. They meet at least fortnightly with the school council lead. School councillors are expected to be a positive role to their peers.

Responding to Behaviour

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of additional help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm or the result of their historical experiences.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information

Responding to pro-social behaviours

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- **POSITIVE COMMENTS-** All staff will praise and thank children who manage things well such as walking quietly, holding doors open, helping others etc. Staff may choose to share a positive comment with parents, either face to face or via a positive telephone call.
- **TEAM POINTS** – From Year 1 children may be given team points. These are in general used to reward good quality of work, and often will be written in the children's books when marked. Staff may issue team points for politeness or acts of kindness towards others. Mostly 1 team point will be given, but there are occasions when 2 or 3 team points are given. Team points are collected in each Friday and the results announced in Celebration assembly. The winning team have their ribbons on the cup for that week. Children are released from Celebration Assembly in their colour group according to the team ranking for that week.
- **MARBLE POINTS** – Classes or individual children may be allocated a marble for joint work, or as a class celebration of a positive behaviour. When the marble jar is 'full' the class earns a marble treat. Children are given the opportunity to vote on the choice of treat from the agreed list. Agreed treats are outlined in appendix 3.
- **STICKERS-** In addition to the rainbow stickers that will be given by another class teacher some teachers may also choose to give stickers for good work to an individual. Generally, these are used more frequently in the younger classes in the school, though can be given to all ages. Younger children particularly like the immediate reward.
- **CERTIFICATES-** Each week, from Year 1, the class teacher will choose two children to achieve a certificate for either good work, behaviour etc. Certificates are rewarded based on effort rather than attainment. These are presented in Celebration Assembly each Friday and then displayed on the celebration board in the entrance hall. Any class with large project work or individuals who have completed work of high quality may share their work in this assembly.
- **HEAD TEACHER AWARDS and RAINBOW AWARDS** – work that is of an exceptional quality (based on individual children's general work) may be awarded a Head teacher award or a rainbow award awarded by another teacher. In giving awards for home learning, staff would be conscious that not all children receive the same level of support at home and consider this. Staff should also be conscious of not giving too many HT awards for the same work as this can lead to other children feeling their work is not valued.
- **DARE TO CERTIFICATES** – Over their time at Yorke Mead the children will work to earn each of the DARE TO certificates; linked to the school values noted at the beginning of the policy.
- **POLITENESS & GOOD MANNERS AWARDS/KINDNESS AWARDS** – If a staff member notices a child has been particularly polite or kind they can inform the school secretary, Mrs Dawkins, who will ensure the behaviour is noted for the child with a politeness or kindness certificate to be awarded in the weekly celebration assembly.

Rewards: no reward, once earned and given, should be removed/ taken back

Responding to unsocial or anti-social behaviours

The vast majority of children at Yorke Mead demonstrate positive learning behaviours at all times.

However, on occasions children may behave in a way that disrupts learning- either their own or other

peoples. When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

If a child demonstrates low level behaviour that is disruptive to learning, staff will initially give the children a reminder to follow our sunshine rules. If this fails to bring about the desired change then staff will aim to encourage the child to make a good choice in their behaviour by a positive comment such as '**most of you are sitting quietly, thank you**'. This gives the child the opportunity to bring about a change in their behaviour prior to any further.

It may be that a child needs to be spoken to directly – where possible this will be done quietly to avoid shame – however, other positive ways may include: '**most of you are sitting quietly, thank you. XXX you are calling out. I need you to put up your hand if you want to speak**'. This allows recognition of those who are doing the right thing before we give attention to the child not managing well.

Children who fail to manage their own behaviour may be spoken to quietly at break time, lunchtime or in assembly time; they may also need to catch up or complete work at these times as a natural consequence of not getting things done in the learning time. If the person dealing with the behaviour is not the class teacher, they should let the class teacher know.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the expected standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

At Yorke Mead all staff are trained in STEPs de-escalations procedures, including the use of pre-arranged scripts and phrases. We have adopted the Hertfordshire Restrictive Physical Intervention Policy and all members of staff are aware of the guidance regarding the use of force by teachers, as set out in this policy and the non-statutory guidance by the DfE '*Use of reasonable force: Advice for head teachers, staff and governing bodies* (July 2013).

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following consequences in response to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- Asking the pupil to work in the quiet space away from peers or temporarily out of the classroom
- Removal of freedom at break or lunchtime; using this time to reflect on behaviour
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Expecting work to be completed at break or lunchtime or at home if appropriate in agreement with parents
- Putting a pupil 'on report' to a senior leader
- Suspension or Permanent exclusions (these would only be used in the most serious of circumstances) – see below

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness

Unacceptable Behaviours

Any incident involving bullying, racism, sexism or any other kind of discrimination is always unacceptable. All incidents of potential bullying, racism, sexism or any other kind of discrimination are investigated and recorded in the Incident Log kept in as part of the school CPOMS files accessible by the SLT.

Unacceptable behaviour includes behaviour that breaks the three basic sunshine rules. The children are supported to understand what sort of behaviour is unacceptable; class discussions are used to discuss behaviour.

Incidents involving unacceptable behaviour

All children involved in any incident of unacceptable behaviour will have the opportunity to explain what happened. When necessary, the Head, Deputy or member of the Leadership Team will speak individually with children involved and write down what was said. If children are older, and therefore confident in writing, they may be asked to write down their understanding of an event, which allows a more confidential way to share information. Where possible the children involved will agree what happened, acknowledge their own roles and take responsibility for their own behaviour. Copies of reports of such incidents will be recorded on the CPOMS system.

Support for children who are experiencing problems in school

Our behaviour for learning policy is intended to support children in being able to manage their own behaviour and feeling. Some children need additional help and support to achieve this. This support may take a number of forms:

- The opportunity to work away from others either inside or outside the classroom.
- The opportunity to discuss their difficulties with an adult and work out strategies to overcome their difficulties.
- Anxiety Mapping, use of Roots and Fruits and other STEPs paperwork.
- Rewards for improved behaviour.
- The opportunity to take “time out” when things are going wrong.
- Lunchtime activities e.g. choir, football, quiet time etc.
- Children may discuss their problems with a member of staff.
- Children may write down their problems and give them to a member of staff.
- Children may spend time with the Pastoral Support Assistant talking about what they are finding difficult
- Interventions may be planned such as social skills groups, brick club or drawing therapy, nurture groups etc.

All staff in school are trained in the delivery of emotion coaching. This strategy encourages children to separate the emotion from the behaviour. Emotions are natural and experienced by all. We cannot control our emotions. The behaviour that results from the emotions is different – this can be managed. Emotion coaching enables pupils to identify this and gives positive strategies for how one could respond differently next time.

Following an Incident: Reflect, Repair and Restore

An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Wright 1999

The aim of this is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident the student’s behaviour may be influenced by anger frustration disappointment etc. The purpose of reflect, repair and restore is to re-visit the experience with a student who is calm, relaxed and reflective. More simply it involves asking:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

Some children in school are supported by the **Zones of Regulation** approach to support their behaviour; all staff are trained in this and it is part of classroom consistent language. Where children are supported by this approach the use of their particular colour choices linked to their emotions will be used to support their understanding.

Special Educational Needs (SEN)

We recognise that some children have additional needs in terms of managing their emotions and feelings, and that this can result in them needing additional support in order to manage their behaviour. Some children also have medical conditions that may impact on their ability to manage their behaviour without additional support. The school will do all it can to support all children. These children may require an individualised approach to supporting behaviour which will be recorded in their learning plan. (See notes above on support for children who experience difficulties in school).

Children whose behaviour is consistently unacceptable may need to be on the SEN register following discussions with parents.

All children on the SEN register have a Learning Plan that sets targets for improvement.

Some children may need support from outside the school such as Chessbrook or an Educational Psychologist. Parents would be involved before an outside agency was consulted.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher or to give a pupil more personal space

- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess the appropriateness of any consequence.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Working with parents to promote good behaviour

At Yorke Mead we believe that developing your child and enabling him/her to achieve his/her full potential academically, socially and emotionally is best achieved through parents and school working in partnership. This is particularly important if your child is to develop positive learning behaviours.

Communication

Often things that happen at home can affect a child's behaviour at school. Parents are encouraged to let their child's class teacher know if they feel their child's behaviour is likely to be affected by something that has happened at home.

If this is a sensitive matter, and parents do not wish to discuss with the class teacher they are able to make an appointment to see the Head teacher to discuss the matter in confidence. This enables the school to ensure the best and most appropriate support is available to the child.

Family Support

The school aims to support families who may be struggling with an element of their child's behaviour. The school buys in family support to enable help and advice to be available to parents who may make an appointment or simply drop in for tea and a chat. Our Family Support Worker is Ella Deagus. Parents may also seek the support of Mrs Dawkins, who acts as a key link between parents and senior leaders, or a member of the Pastoral Team.

Links with home

The home-school agreement is given to all new parents.

Individual reports include comments about a child's behaviour.

Parent consultation may include discussions about a child's behaviour.

Parents will be involved when a child needs support in managing his/her behaviour.

When support work with the children and the abovementioned links with home have failed to correct a behaviour problem, Yorke Mead (with the consent of parents) may suggest that a Pastoral Support Programme or Families First Assessment Framework be established. The advice and involvement of outside agencies will be sought, and the school will hold regular meetings with parents.

Managing Difficult or Dangerous Behaviours

All staff at Yorke Mead are aware of the new DfE guidance '*Mental Health and Behaviour in Schools*' (March 2016 and updated Nov 2018). The school recognises this guidance which underpins the STEPs training we follow in school.

As a school we recognise the difference between difficult behaviours and dangerous behaviour. Some children, especially those who demonstrate frequent or significantly difficult behaviours or dangerous behaviours, may require their own individual risk plan to support the school staff in managing their behaviour. These plans are drawn up by the staff working with the child, along with the SENDCo. It is the responsibility of all staff to know the plan and ensure they are following this.

Physical Intervention

The school has a physical intervention policy that it follows when behaviours become dangerous. All staff at Yorke Mead have completed STEPs training and interventions will be in line with the STEP ON training completed. Staff will attempt to encourage children to follow directions by talking first using the STEPs de-escalation script. All staff at the school are aware of the de-escalation script and will use this. The aim is to reduce anxiety and to avoid any need for physical intervention.

The school policy on Restrictive Physical Intervention follows Local Authority (LA) guidance on the use of force to restrain pupils. All incidents where physical intervention has been used are recorded.

Physical intervention may be used:

- To prevent a person from committing a criminal offence
- To prevent a person from injuring self or others
- To prevent or stop a person from causing serious damage to property

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort or support a student
- To direct or steer a student
- For activity reasons (for example in drama, physical games)

Physical intervention should be in the student's best interest and should be conscious of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings. However, supportive hug based on STEPs training etc. may be used; if a child runs to hug staff, staff will encourage other ways but will ensure that the child never feels rejected.

Reports and record keeping

Annual reports will include a comment about behaviour for learning. Copies of letters sent to parent and incident reports are kept in children's personal files.

Parents may see internal school records about their child if they wish by making an application through the school office. The E Safety and Data Security policy and Code of Conduct ensure the security of personal data.

Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school and will do all we can to support a child before taking this decision. Unfortunately, however, sometimes this may be necessary. In these cases, the school will follow guidance and guidelines issued by the Department for Education.

The school has adopted the standard national list of reasons for exclusions, and the standard guidance, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (July 2022)*. We refer to this guidance in any decision to exclude a child from school. The relevant internet address is:

<https://www.gov.uk/government/publications/school-exclusion>

Only the Head teacher (or the Acting Head teacher, which may be the Deputy Head teacher in the short term absence of the Head teacher) has the power to exclude a child from school. The Head teacher 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 Head teacher may exclude a child permanently. Whilst a temporary suspension or fixed term exclusion has been issued, this cannot be converted to a permanent exclusion. If further information has come to light that requires a permanent exclusion, a further exclusion should be issued starting on the day after the suspension ends.

If the Head teacher excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. If a social worker is involved with the family, they should also be informed. The Head teacher makes it clear to the parents 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 Head teacher informs the LEA 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 Head teacher.

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 in which the child was excluded, any representation by parents and the LEA, and whether the child should be reinstated.

If the Governor's appeal's panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

We recognise that a fixed term or a permanent exclusion can have a significant impact on the child concerned and may also have an impact on their family and the school community. **Exclusions will not be imposed without proper prior consideration of all the circumstances, or for minor incidents** such as:

- A failure to complete home learning
- Poor academic performance
- Lateness
- Breaches of school uniform or rule on appearance
- To punish pupils for their parents' behaviour (such as failing to attend a meeting) or protecting victims of bullying by sending them home

Reasons that may warrant a suspension (fixed term exclusion) or permanent exclusions include:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Fixed term exclusions may however be justified in relation to breaches of this policy which are not serious enough to call for permanent exclusion, but yet lesser sanctions are inappropriate.

Permanent exclusions might be considered in responses to serious breaches of our behaviour policy (including behaviour off-site) or where allowing the pupil to remain would seriously harm the education and welfare of the pupil or others in the school.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their b

This could include measures like:

- Regular pastoral support meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Adapted playtimes or classroom time

Off-site behaviour

Consequences may be applied where a pupil has behaved inappropriately off-site when representing the school. Examples may include when:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has behaved inappropriately off-site, at any time, whether or not the conditions above apply, if the behaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil

Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

It is important to note that these behaviours tend to occur outside of school, but that does not mean that school will not be involved or issue consequences as appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

Training

As part of their induction process, and on-going development, our staff are provided with regular training on managing behaviour, including:

- Annual STEPs refresher training and use of appropriate physical support
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Monitoring arrangements

Monitoring and evaluating school behaviour




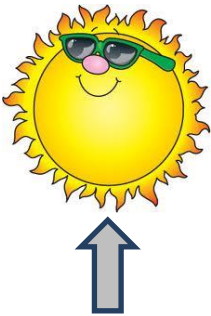
The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the school governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the governing body.

<p>Pot of Gold</p> <p>Individual Achievement</p> <p>Individual Award</p> <ul style="list-style-type: none"> Managing a difficult situation exceptionally well Showing mature behaviour Outstanding care/ kindness Outstanding piece of work Outstanding effort (behaviour or learning) 		<p>Pot of Gold Behaviours</p> <p>Awarded for those really outstanding moments. The child/ children will be sent to the Head teacher for a certificate and will be written in the "Golden Book".</p> <p>Parents are notified though the certificate sent home.</p>
<p>Rainbow</p> <p>Individual Achievement</p> <p>Collective award</p> <ul style="list-style-type: none"> Managing a difficult situation Exemplary kindness to others Demonstration of a good decision when others are not making one Helping others Overcoming a personal target 		<p>Rainbow Behaviours</p> <p>This may be awarded for particular adherence to one of the golden rules or behaviour as described. The child may be sent to their foster class for recognition. Achieving this level may earn whole class reward such as additional marble or possibly additional golden time for the class if appropriate.</p>
<p>Marble Jar Award</p> <p>Individual Achievement</p> <p>Collective award</p> <ul style="list-style-type: none"> Demonstrating a positive behaviour Good manners or respect Displaying a desirable learning behaviour Good attitude/effort at a task Independent learning Consistently following the sunshine rules 		<p>Marble Jar Behaviours</p> <p>This is an individual award that carries a collective reward... for the marble jar behaviour a child earns a marble to put into the class jar. When the jar is full/ all marbles are earned the class will have a collective reward.</p>
<p>Sun</p> <p>Individual Achievement</p> <p>Individual Recognition</p> <ul style="list-style-type: none"> Keeping the Sunshine Rules Meeting Classroom Expectations Remembering to say please/thank you Self Regulation/ Self organisation 		<p>Sun Behaviours</p> <p>Remaining on this level is considered an achievement.</p>

Appendix 2: Behaviours and Consequences	Protective Consequence	Possible Educational Consequence options
<p>Low Level Behaviours Examples include:</p> <ul style="list-style-type: none"> • Wasting learning time • Talking in assembly/as move around school • Talking in class • Disturbing others • Dropping litter • Calling out in lessons • Drawing on whiteboards etc. when should be listening 	<p>Not applicable</p>	<p>Reflection on impact on others Directed talk to identify behaviours causing concerns Working away from others within the classroom Catch up learning in own time/ picking up litter/ check-up discussion about the learning</p>
<p><i>Ideally this would be managed by the person observing the behaviour; class teachers would be aware and ultimately responsible for managing this level behaviour.</i></p>		
<p>Moderate Behaviours Examples include:</p> <ul style="list-style-type: none"> • Consistent low-level behaviours • Unkindness towards another pupil • Misuse of school equipment • Continual shouting out in lessons • Refusal to work (inc. home learning) • Accidental swearing • Carelessness resulting in hurting another child • Shouting at adults/other children 	<p>Time out reflection away from the situation</p>	<p>Reflection on impact on others Directed talk to identify behaviours causing concerns Working away from others Reflect & Repair with anyone hurt Catch up learning in own time / check-up discussion about the learning Possible involvement of parents</p>
<p><i>Behaviour reaching this level may be managed by the class teacher in the first instance or if it was a one-off event. Where behaviours are consistent or repeated after several reminders, staff should refer to the phase leader who will then support the management of this behaviour.</i></p> <p><i>A note of the behaviours should be recorded on CPOMS by adult observing the behaviours if the behaviour is repetitive or impacts directly on another person.</i></p>		
<p>Serious Behaviours Examples include:</p> <ul style="list-style-type: none"> • Consistent moderate behaviours • Bullying of any kind including racial or other forms of discrimination • Swearing directly at staff/ other children • Consistent rudeness to adults e.g. answering back, walking away, ignoring directions etc. • Deliberately hurting another child • Being physically or verbally threatening towards another person • Damage to school equipment /school property 	<p>Immediate withdrawal from situation Work out of class Time out to calm down Reflection on own behaviour</p>	<p>Parents informed Reflect & Repair with anyone hurt Withdrawal of freedoms Working out of own classroom If behaviour unsafe possible alternative arrangements to educational visit.</p>
<p><i>Behaviour reaching this level should be referred to a member of the senior leadership team.</i></p> <p><i>A note of the behaviours must be recorded on CPOMS by adult observing the behaviours.</i></p>		
<p>Significantly Concerning Behaviours Examples include:</p> <ul style="list-style-type: none"> • Consistent serious behaviours as outlined above 	<p>Possible exclusion (fixed term or permanent)</p>	<p>Involvement of appropriate professionals to support child in understanding impact of actions If behaviour unsafe possible alternative arrangements to educational visit</p>

- One off serious incident resulting in significant mental or physical hurt to another person
- Bringing a weapon into school

Immediate referral to member of The Senior Leadership Team
 Detailed note of the behaviours must be recorded on CPOMS by any adult observing the behaviours, including the events preceding and immediately after the event.

Appendix 3

Agreed Marble Jar Rewards			
Early Years	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Popcorn and a programme Disco/Games in school hall Biscuit decorating Parachute games	Movie and popcorn Mindful colouring Free play Disco/Games in school hall Parachute games Class picnic	Additional forest school Den building Film Art/Craft activities Additional sporting games Free play/board games	Arts / crafts Sports/outdoor activity Just dance Forest school activity Watch a movie Class picnic Bring in a board game (no electronics) Water fight- Year 6 only