Chaddleworth St Andrews and Shefford Church of England Federated Primary Schools 'Going The Extra Mile		
Policy and Procedure Statement	Approval FGB	01.12.21
Behaviour for Learning	Revision due	December 2023

Name		Signature	Date
Chair of Governing Board	**Jim Hazlewood**		
Head Teacher	**Alison Stephenson**		

As a federation of two Church schools we are at the heart of the community and strive to 'Go The Extra Mile', in partnership with parents and the wider community. Chaddleworth St. Andrew's and Shefford CE Primary Schools are committed to enabling all pupils to achieve their full potential. We will do this through developing a love of learning within a creative environment, where everyone aspires towards excellence.

Our specific Christian values are Courage, Compassion, Trust, Friendship, Wisdom and Endurance

Policy Review Schedule: This Policy will be reviewed every two years or earlier if required.

Change History

Date	Rev No	Ref Section	Change reference
03.2012	2	5	Rewards and sanctions
07.14	1	P1 & 15	minor grammatical corrections
	2	P2	definition of 1/6 re term in year
	3	P2	Definitions of SENCO and EWO
9.16	4	P3	Change from golden time and behaviour ladder to wall chartor name on board.
June 2019	5	5	Key procedures
	6	5	Sanctions
	7	6	Cyber bullying
December 2021			Full Policy Review

Contents

1. Introduction

As a federation of two Church schools, we work in partnership with the Diocese, our families and the wider community. By *'Going The Extra Mile'* we are committed to enabling all pupils to achieve their full potential. We do this by developing a love of learning within a safe and creative environment where everyone aspires towards excellence.

Our Christian values are Courage, Compassion, Trust, Friendship, Wisdom and Endurance.

Our school's strong Christian ethos and values system underpins everything we do at Chaddleworth St Andrew's and Shefford C.E. Federated Primary Schools. We encourage our pupils to be caring, supportive and demonstrate our values at all times. All staff support pupils through positive learning experiences: promoting self-esteem and self-worth through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies. We recognise that behaviour is communication and therefore we aim to respond to this language in a way that promotes pro-social feelings. All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment through self-regulated behaviour. In creating an inclusive culture, we choose to adopt a therapeutic approach. Therapeutic Thinking is:

'An approach to behaviour that prioritises the pro-social experiences and feelings of everyone in the dynamic.'

In fostering trusted relationships in school, we will secure:

'Momentary interactions with people, where the person feels heard, feels safe and in that interaction, they feel respected. It is not necessarily the words you say, it's the presence you gave.'

Mental health and behaviour in schools (DfE, November 2018) identifies risk factors such as social disadvantage, family adversity and cognitive or attention problems and recognises that children exposed to multiple risks are much more likely to develop conduct disorders (typically internalised behaviour) or behaviour problems (typically externalised behaviour). Our school understands that risk factors can be counterbalanced by protective factors and that, in order to promote positive mental health, it is important that the school uses these protective factors to enable pupils to be resilient when they encounter problems and challenges.

Protective factors in our school include:
- Clear policies on learning behaviour and bullying
- Staff code of conduct
- Opportunities for pupils to raise issues through the Worry Box, House Captains, ELSA and talking to a trusted adult in school
- A whole-school approach to promoting positive mental wellbeing
- Good pupil to teacher/school staff relationships
- Recognising positive learning behaviours

- Fostering a sense of belonging and self-worth
- All staff showing unconditional positive regard towards pupils
- Explicit teaching and a structured approach to understanding learning behaviours through PSHE
- Positive peer influences
- Positive friendships
- Effective safeguarding and Child Protection policies
- Effective support for whole families and referral to outside agencies when required
- Understanding our role in and being part of an effective multi-agency working

1. **Aims and Therapeutic Approach**

- To promote the inseparable link between teaching, learning and behaviour
- To recognise that children's learning behaviours need to be taught by staff rather than be controlled by them
- To ensure every child's safety as well as the adults who work with them
- To support the inclusion of those pupils with difficult or dangerous behaviours
- To reduce and eliminate exclusions
- To support consistency within services in West Berks

We believe:

- Everyone has the right to learn, be safe and be treated with respect.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

2. **Roles and Responsibilities**

All staff are expected to:

- Promote an environment where we support our pupils to make pro-social behaviour choices, and learn that they are responsible for their own behaviour
- Teach pro-social behaviours through positive role models, clear and consistent boundaries, encouragement and recognition
- Use educational and protective consequences to support an understanding of pro-social choices and the consequence of anti-social actions
- Encourage consideration for others within and outside of the school community and understand how their actions may affect others
- Ensure there is a culture that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and well-being support from practitioners
- Create a calm learning environment where pupils feel empowered to believe in themselves and strive to be the best they can be
- Ensure that parents/ carers have a pro-active working relationship with the school to support the needs of their children
- To record incidents of anti-social behaviour
- Consider what the behaviour is trying to communicate

- Use positive reinforcement and three-point praise (Child's name, what they have done well and why this is positive)
- Prevent anti-social behaviour through early action
- Use praise - emphasis on praise and reward for positive behaviour (at least 6 to 1)
- Provide warmth, support and encouragement for positive behaviour
- Use positive phrasing, limited choice and disempowering language.
- Depersonalise – target the negative behaviour not the person

Teachers are expected to:

- To create a class charter with up to 5 key principles and revisit it regularly
- Teach and promote 'Learning Powers'
- Teach positive learning behaviours through the PSHE curriculum
- Use educational and/or protective consequences

Headteacher and Senior Leadership Team (including SENCo)

- To ensure the effective implementation of this policy through monitoring
- To ensure the policy is available to parents and carers
- To support staff through training and other development opportunities where the need is identified.
- To contact the parents or carers of children whose behaviour is causing concern.
- To maintain records of children involved in anti-social behaviour.
- To maintain communications with support services e.g. EWO (Education Welfare Officer) and Therapeutic Thinking Team
- To communicate to the governors the effectiveness of the policy and related issues
- Address behaviour considered to be 'dangerous', pro-socially and in a prompt and transparent manner, in order to provide protection to all members of the school community
- Promote internal-discipline and self-regulation amongst all members of the school community

Governors
- Support the Headteacher and senior leaders to review and redevelop school policies to align with Therapeutic Thinking
- Apply sound financial planning in order to ensure capacity for therapeutic approaches including small gardens and extensive alternative provision
- Model therapeutic practices in all that they do
- Maintain an up to date working knowledge of Therapeutic Thinking
- Conduct climate checks to understand the culture of the school.
- Monitor data on exclusions
- Convene a governors' disciplinary meeting if required as a result of a dangerous

behaviour incident

3. **Key Procedures**

The success of the policy depends on all staff having collective responsibility for all children and the consistency in which we apply these procedures.

Educational consequences:
These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions and the affect of anti-social behaviour, and to aid internalisation of pro-social actions to avoid repetition. Children are supported through the 3R's (Revisit, Reflect, Repair) which provide an opportunity for the pupils to learn from the experience.

These may include:
- Third person role play to understand peer/adult feelings
- Social stories
- Completing or redoing tasks to the expected standard for the child, to be completed at break times or sent home
- Modelling pro-social behaviours to younger peers
- Behaviour related research to understand how and why actions have impacted others.
- A restorative meeting once the child is in a calm state of mind (for some children this make take a long period of time). The restorative conversation should include the following questions:
  - ☐ What happened?
  - ☐ What was each person thinking?
  - ☐ Who has been affected?
  - ☐ How have they been affected?
  - ☐ What needs to be done to make things right?
  - ☐ How can we do things differently in the future

Protective Consequences:
These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include:

- An increased staff ratio and specific staff support given at break and lunchtimes **(see Lunchtime Reflection)**
- Work requiring completion to be completed at break times or sent home, and supported by parents/carers
- Adaptation of access to outside space, day or residential trips, or extra-curricular activity
- Access to a calm room/space
- Whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary. *Please see the exclusion policy for more details.*

Protective consequences are further supported through the 3R's (Revisit, Reflect, Repair) which provide an opportunity for the pupils to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices.

Lunchtime reflection
Where pupils choose not to make pro-social choices despite adult guidance, pupils will need to attend 'Lunchtime Reflection.' This will enable the child to reflect upon their behaviour choices, repair and restore relationships if necessary, thus allowing them to learn from their mistakes. This process will be supported by all staff to ensure that the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future.

Lunchtime reflection is designed to be restorative and educational. Where pupils do not respond positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response.

Differentiated response
We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically. This may include the involvement of outside agencies.

Small gardens
There are times that some children find the classroom overwhelming and need access to a different working space. These children may internalise or externalise their behaviour. We have planned and controlled limited experiences for these children in 'small gardens'. 'Small gardens' are working spaces for children that are:
• Calm and soothing
• Logical
• Safe and secure
• Proactive
Children go to 'small gardens' to complete their work in an environment that does not overwhelm them. Children are not taken to 'small gardens' for doing something 'wrong' – this time out of class to work in a different environment is always predetermined, typically following an Anxiety Analysis or is provision identified in a child's Therapeutic Plan. If a child shows antisocial behaviour in class, they are not taken to a small garden, rather the Behaviour for Learning policy is followed.

Therapeutic Plans:
Some children may require a Therapeutic Plan to formalise strategies that differentiate from policy. Following an initial analysis, the Therapeutic Plan identifies different antisocial behaviours shown by a child and the corresponding strategies staff should use to respond.

The procedure to writing a Therapeutic Plan typically involves:
1. Anxiety Analysis
2. Conscious and Subconscious Checklists
3. Therapeutic Tree
4. Therapeutic Plan Risk Calculator
5. Collaborative writing of the Therapeutic Plan (involving the pupil, family, Headteacher, Class teacher and SENCo)

If a child has a Therapeutic Plan, it must be followed by all staff members. It makes clear the words, actions and consequences that will apply to risky and/or dangerous behaviours that a specific child may be presenting with e.g. climbing or running away. Staff unfamiliar with a child's plan should radio for help from someone who knows it.

De-escalation:
All staff need to know how to promote prosocial 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.

Key principles:
• Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
• Staff should always help children to try to reduce conflict and to avoid escalating any situation
• The importance of using a calm stance and de-escalation script in a conflict situation
• 'Recovery time' should be given for the child to calm down after an incident, after which time there should be an opportunity for 'Reflect, Repair & Restore'.
• An individual risk management plan should be completed for any child for whom there is 'foreseeable' risk that they may behave in a way that will cause harm to themselves, others or property
• The importance of handling children in a safe way
• The importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict
• The importance of recording incidents and the harm caused by them

The de-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script all staff should use is:
• Child's name
• I can see something has happened.
• I'm here to help.
• Talk and I'll listen.
• Come with me and …..
It is important that all staff use the same script. The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down

   4. **Bullying**

Bullying is behaviour that is:
  • repeated
  • intended to hurt someone either physically or emotionally
  • often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:
  • physical assault
  • teasing
  • making threats
  • name calling

- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Pupils are encouraged to
- seek help and advice of adults to support them with any concerns around bullying.
- care for the well-being of themselves and their peers.
- report any concerns as soon as they happen, to allow situations to be addressed; allowing the revisit, reflect and repair process to occur through positive discussion before the situation escalates.

We deliver anti-bullying learning through internalisation of the schools aims and objectives, values and ethos via:
- Modelling pro-social behaviour
- Supporting and promoting our school values
- PHSE Lessons – discussion on topics of equal rights, relationships, reflection of own behaviour, impact of our actions on others (this is not an exhaustive list)
- Protective behaviours where deemed necessary
- The broader taught curriculum
- Any case of bullying will be addressed on an individual basis and support will be given to all involved as deemed necessary.

5. Equity statement
We are an inclusive setting who knows that promoting equality of opportunity does not mean all children should be treated the same i.e. we focus on what children need to succeed and not what they want.

6. Exclusions
Exclusions may be required for the safety of child and adults, and to allow time for school staff to create a new plan to support the child. See the school exclusion policy for more details.

Appendix 1

Record of Anti-Social Behaviour

All comments made need to be factual and using non-emotive language

Date and time of incident	
Name(s) of children involved	
Context (include location and what happened before the incident)	
Anti-social behaviour incident	
What happened afterwards?	
Reported by	
Role	

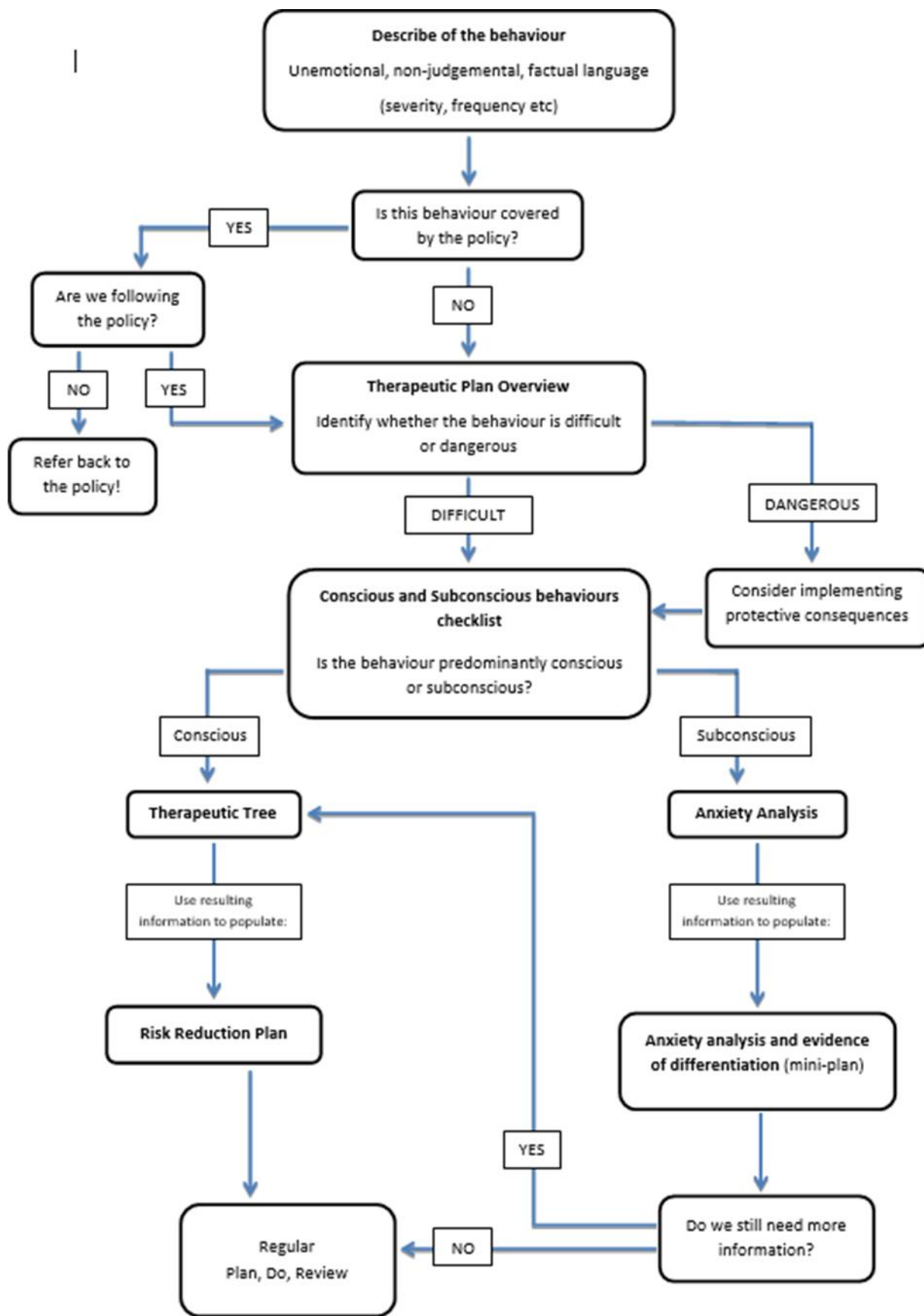|	
Communication to parents	YES/NO
Communication to class teacher	YES/NO
CREST Reporting	YES/NO

Appendix 2
DE-ESCALATION SCRIPTS AND CONSEQUENCES

All unsocial and anti-social behaviour takes time to understand. It is essential that all staff take the time toinvestigate what has happened – for example was this intentional harming or the result of rough play?

Restorative and protective consequences will always be appropriate and logical and will be chosen and agreed between all participants involved. Some examples are given in the table below. This list is not exhaustive.

Unsocial behaviour	De-escalation example script	Disempowering example script	Protective or Restorative consequence
-Interrupting learning time - refusing to work/get changed - calling out - fiddling	Offer a choice – would you like to work at your table or the carpet Can you show me how to…?	You can listen to the instructions from there, You can choose to finish it later.	We will check you understand how to…before you go out to play.
Anti-social behaviour	**De-escalation example script**	**Disempowering example script**	**Protective or Restorative consequence**
Continued interruptions	When you are ready, we can talk	I can see you are not happy at the moment. When you are ready to speak to me properly, I will listen.	-Rehearsing and practising what to do in future -completion of work missed -creation of safe space/alert card
Swearing/name calling	When you are ready, we can talk	I can see you are not happy at the moment. When you are ready to speak to me properly, I will listen.	Restorative conversation asap, ideally at next break/lunch time
Refusal to carry out a request	Calmly state what needs to happen -put the scissors on the table -walk with me to the library	I can see you are not happy at the moment. When you are ready to speak to me properly, I will listen.	-Rehearsing and practising what to do in future -completion of work missed -creation of safe space/alert card
Dangerous Anti-social Behaviour	**De-escalation example script**	**Disempowering example script**	**Protective or Restorative consequence**
Hurting others with **INTENT** hitting, kicking, pushing, scratching, hair pulling, throwing furniture etc	Your actions have hurt CHILD'S NAME I can see there is something wrong. Do you want to talk to me or come inside to speak to NAME 2 STAFF?	Use CHILD'S NAME … I can see something has happened. I am here to help. Talk and I will listen	Restorative conversation with harmed person when children have calmed down. To keep you and others safe….. Possible limit to outside space – alternative playtime Escorted in social

			situations
Leaving the school site	I am not chasing you. I am standing here to make sure you are safe. When you come inside, we can solve the problem. Name, you have left the premises so now I am going to call the police.	I can see there is something wrong, do you want to come inside and talk to me or NAME 2 STAFF. When you come in, do you want to go to NAME 2 PLACEs	Restorative conversation To keep you safe... Escort in social situations Possibly limit access to outdoor spaces or off-site activities

Describe of the behaviour

Unemotional, non-judgemental, factual language

(severity, frequency etc)

Is this behaviour covered by the policy?

YES

NO

Are we following the policy?

NO

YES

Refer back to the policy!

Therapeutic Plan Overview

Identify whether the behaviour is difficult or dangerous

DIFFICULT

DANGEROUS

Consider implementing protective consequences

Conscious and Subconscious behaviours checklist

Is the behaviour predominantly conscious or subconscious?

Conscious

Subconscious

Therapeutic Tree

Anxiety Analysis

Use resulting information to populate:

Use resulting information to populate:

Risk Reduction Plan

Anxiety analysis and evidence of differentiation (mini-plan)

YES

Do we still need more information?

NO

Regular
Plan, Do, Review

Appendix 4

Pro-social behaviour
- Relating to behaviour which is positive, helpful, and intended to promote social acceptance.
- Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of other people

Pro-social behaviour can be taught in various ways:
- Personalised PSHE curriculum
- Positive relationships
- Role modelling
- Advocacy of the school values
- Consistency of therapeutic language, scripted where appropriate
- Routine
- Prioritising pro-social behaviour
- Planning alternatives to anti-social behaviour e.g. pro-social ways of accessing rest breaks for those who need to leave the classroom
- Feedback and recognition (decide what this will look like in your context)
- Comfort and forgiveness
- Praise and encouragement are widely used in managing children's behaviour in order to promote positive self-esteem

Anti-social behaviour
- Behaviour that causes harm to an individual, a group, to the community or to the environment
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of another person

Appendix 5 Conscious and Subconscious behaviours

Conscious behaviours - Behaviours that we choose because they are successful and effective at meeting our needs. Behaviours that are the result of thought or planning.

Predominantly conscious behaviours serve the individual well enough to encourage them to use thebehaviour despite any certain or potential consequence or punishment associated with the behaviour.

Conscious decisions are influenced by the perceived outcome. They can be positively influenced byrewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (withinan established positive relationship), positive peer influences or expectations.

Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logicaladditional freedoms.

Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the protective and educational consequences.

The following checklist helps to analyse the behaviour of an individual to acknowledge the relevantmotivations for its continued use.

Conscious behaviour checklist

Question	Solution or differentiation
What is their desired outcome from their behaviour?	Is there any way the child could get their desired outcome using pro-social behaviours, such as asking, negotiating etc?
What is the motivation to behave anti-socially?	What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro-socially?	Is there any practical or emotional benefits or incentives to behaving pro-socially?
What are the expected consequences?	Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?	What pro-social experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?

1 - COURAGE Don't give up Derek the duck	2 - COMPASSION Be cooperative Tina and Tim	3 - TRUST Have a go Henry the hedgehog
1. Work hard 2. Practice lots 3. Keep going 4. Try new strategies 5. Ask for help 6. Start again 7. Take a brain break	1. Listen to others 2. Say when you don't understand 3. Be kind when you disagree 4. Explain things to help others	1. Don't worry if it goes wrong 2. Learn from mistakes **3.** Be excited to try new things
4 - FRIENDSHIP Concentrate Colin the caterpillar	5 - WISDOM Be curious Claire the camel	6 – ENDURANCE Enjoy learning Edward the elephant
1. Manage distractions 2. Do one thing at a time 3. Break things down 4. Plan and think it through	1. Ask questions 2. Notice things 3. Look for patterns and connections 4. Think of possible reasons 5. Ask 'What if..?'	1. Feel proud of all your achievements 2. Use what you have learnt in real life 3. Know you can do it if you practice