



# St Peter's C of E Primary School

*'Learning to Light the Way'*

## Behaviour for Learning Policy 2024-2025

TEP

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Built upon courage, compassion and respect, excellence in learning and ambition in teaching, our school lights the way to a world of possibilities.

With relationships at our core, we nurture every individual. Each unique contribution is valued. All flourish, making a difference as global citizens and as a beacon in our local community.

The Governors and Staff of St Peter's Church of England Primary School believe our school policies help us to continuously improve the school and ensure that each child is valued and encouraged. We recognise that all children have potential and through the school policies we aim to create a caring and well-ordered environment in which our school family can learn and develop.

Being a Church of England Primary school means we embrace the following Christian Values, which guide all aspects of school life and underpin our school policies.

**'Learning to Light the Way'**

**Matthew 5: 14-16**

'A city on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.'

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### **1. Policy Statement**

At St Peter's CE Primary School, we are committed to creating an environment and learning journey where exemplary behaviour is at the heart of our community, ensuring productive learning and happy working relationships. We aim to create a calm, caring environment where children can **learn** effectively (Appendix 1). Expectations are high and our Behaviour for Learning Policy is clear, simple and applied consistently throughout the school. Everyone in our school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and follow the support pathway when this is necessary. It echoes our 'Core Expectations' of 'Be Kind, Be Ready, Be Respectful, Be Safe' with a heavy emphasis on building relationships of encouragement, resilience and supporting children's mental health and well-being. We are a Rights Respecting school, the policy is based on rights - the right to teach and learn, the right to be respected and the right to be safe. We realise that instilling positive behaviour for learning is reliant upon clear lines of communication and is the responsibility of all members of the school community including all staff, pupils, parents and governors.

### **2. Aim of the policy**

- To have a consistent approach in promoting positive behaviour throughout the school, with shared responsibility and communication with all.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships.
- To refuse to give learners attention and importance for poor conduct. But, rather, encourage increasing independence and help learners to take control of their behaviours and be responsible for the consequences of it.
- To build a community which values kindness, respect, safety and readiness, with an emphasis on relationships and community.

- To encourage a calm, purposeful and happy atmosphere within the school, where effective learning can take place.
- To ensure excellent behaviour (based on the Core Expectations) is a minimum expectation for all.

### 3. Purpose of the policy:

To provide a consistent, simple, practical procedure for staff, parents and children that:

- Promotes positive mental health and well-being for all within the community.
- Promotes positive self-esteem, self-regulation and self-discipline amongst learners.
- Recognises behavioural norms.
- Teaches appropriate behaviour through positive interventions and communication and immediately puts in support where and when necessary as a priority.

### 4. Our School Community and practice:

Throughout the school, everyone is expected to uphold our 4 main behaviours, known as our **Core Expectations**:

- Be Kind**
- Be Ready**
- Be Respectful**
- Be Safe**

The Core Expectations are linked to our School Values, PSHE curriculum and as part of 'The Zones of Regulation' and Self-Regulation teaching and learning. The Zones of Regulation is a whole school approach to help children develop, understand and manage their emotional literacy. (Appendix 2)

### 5. Recognition of positive behaviour:

We believe that positive recognition of desirable behaviour is more powerful than criticism.

Staff will purposefully 'notice' children who are following our **Core Expectations**. Staff will do this and share it with the class, known as 'Praising in Public (PIP)'.

Children who are not yet able to show they can follow the Core Expectations, are spoken to privately or 'Reminded in Private (RIP)' - taken from Paul Dix - 'When the Adults Change, Everything Changes' (2017).

<b>Be Kind</b>	<b>Be Ready</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<i>Kind hands and feet Do things for others Help others if they are hurt If you see someone alone ask them if they are ok.</i>	<i>Look and listen Follow instructions first time Have all your learning resources ready Try hard to concentrate Try your best Be on time Wear the correct uniform</i>	<i>Say thank you Pick up rubbish Hold doors open Win and loose happily Smile and say good morning or afternoon Listening to others who are talking</i>	<i>Walk around school Line up calmly and quietly Use equipment carefully and in the right way Use the internet responsibly Tell and adult if something is wrong Play in the right places</i>

We reward positive behaviour of Core Expectations publicly (PIP) and in the following ways:

Core Expectations:	Rewards:	If children consistently show this and go above and beyond:
Be Kind Be Ready Be Respectful Be Safe	Individual, specific non-verbal or verbal praise. Stickers Positive emails, phone calls home or conversations with family at the end of the day House points HT & DHT Accolade sticker	Celebration Assembly certificate (Star of the week, Behaviour award, Values awards) Agreed class rewards* Praise from a member of the Senior Leadership Team (SLT)

\*If the whole class is seen doing any of the core expectations, this is celebrated and recognised through whole-class rewards. Each class and teacher may wish to decide on a set of rewards, eg, extra ten minutes Golden Time on a Friday afternoon.

## 6. Modelling positive behaviour

At our school, we believe that behaviour should be carefully monitored, supported and recognised by all staff within the school and it is everyone's responsibility to adhere to the support and guidelines of this policy.

### Children need teachers to:

- Be consistent and fair across all areas of school life.
- Be 'bothered' \*; noticing when a child does not appear themselves, take the time to get to know their strengths, weaknesses, likes and dislikes, ensure a fresh start each lesson with encouragement, positivity and motivation.
- Help them to learn, be resilient (celebrate mistakes) and become confident learners, regardless of their ability.
- Have a sense of humour and provide a happy learning environment.

### All staff, every day, will ensure that they:

- Always greet a child with warmth, politeness and respect, modelling high standards of behaviour.
- Demonstrate unconditional care and compassion consistently to all learners, focusing positive attention on effort, not attainment.
- Never walk past or ignore learners who are failing to meet the Core Expectations, unless as stated as part of a child's individual needs
- Form a good relationship with parents/carers, so that all children can see that the key adults in their lives share a common aim and understanding of behaviour.

### All teachers will (as above and including):

- Take time to welcome learners and families at the start of each day.
- Show 'botheredness' \*; take time to deliberately notice something positive / new / interesting about each child in their class.
- Ensure PIP and RIP are used consistently in the classroom.

- Use positive praise and 'noticing' as the main behaviour strategy in class.
- Plan lessons and classroom environment that engages, challenges and motivates children.
- Strengthen staff-child relationships (as per Recovery Curriculum Levers: Barry Carpenter - 2020) by dealing with low-level disruptions in a calm and understanding manner (RIP).

### **All Senior Leaders will (above and including):**

- Ensure there is representation at the school gates every morning and afternoon to meet and greet learners and families.
- Be a visible presence around the school, particularly at lunchtimes or lesson changeovers where additional or different adults are utilised.
- Celebrate staff and children, not only those that do their role well, but who go above and beyond our expectations.
- Carry out regular Learning Walks to support, coach and model expectations of behaviour and requirements of the Behaviour for Learning Policy.
- Ensure staff training needs are identified, targeted and prioritised.
- Support teachers in managing learners with more complex or challenging behaviours through a structured approach of intervention and support.

### **Pupil Leader's responsibilities including:**

#### **Whole school Class leadership roles:**

- Ensuring classroom resources are ready
- Modelling excellent behaviour

#### **Year 5 & 6 Buddies:**

- Modelling behaviour to younger pupils
- Helping with transition into school
- Supporting play and learning for younger children

#### **Play time Helpers & Sports Leaders:**

- Supporting play and learning for younger children
- Taking responsibility for play times
- Arranging games
- Communicating with adults on the playground where there are issues with behaviour or upset pupils.
- Accompanying younger children to the toilet from the playground.

#### **School Council:**

- Staff recruitment
- Championing pupil voice with the SLT
- Fundraising

#### **Digital Leaders:**

- Promoting safe attitudes and understanding of online safety

#### **Leading Lights:**

- Helping to lead collective worship and sharing school values

#### **Librarians:**

- Ensuring the library is respected and ready for use.

**Children’s responsibilities are:**

- To take pride in themselves, their class and their school, ensuring they show respect for each other too.
- To take responsibility for their actions and make amends for any inappropriate choices they may make.
- To learn to the best of their abilities and allow others to do the same.
- To show kindness to all within our school community.

**Parental responsibilities are:**

(In addition to the Home School Agreement which is signed each year):

- To be aware of the school’s Core Expectations of behaviour.
- To be a good role model and encourage children to display their Core Expectations at all times.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good links with the school, building positive relationships with all staff so that all children can see that the key adults in their lives share a common aim.
- To support the school in the implementation of this policy.

**The Governors’ responsibilities are:**

- To make a positive contribution to the development and monitoring of school policy.

*\*to understand bothered/botheredness - see section 7*

**7. Developing children’s understanding of our Core Expectations:**

In order to provide a calm, caring environment where children can **learn** effectively, as per our policy statement, we will ensure the following consistencies are in place:

- **‘Botheredness’;** praising the behaviour (4 Core Expectations) that we want to see, noticing children’s effort, recognising children’s well-being and feelings, using a restorative, relationship-building approach to conversations when Core Expectations are not displayed.
- **Class Behaviour charters:** Created at the start of the academic year and referenced regularly, with the Core Expectations at the heart of the classroom.
- **Planning and teaching: Engagement in learning is always the primary aim.** Ensuring planning and teaching is exciting and stimulating, based upon children’s individual starting points, taking into consideration specific needs and resourcing to ensure all children access learning.
- **Learning:** Active learning will always be the main teaching strategy for lessons; children have the opportunity to discuss, role-play, move around the classroom, work alone or with their peers.
- **Core Expectations** referenced at every opportunity; in lessons, play-times and lunchtimes as well as whole-class meetings such as in SCARF lessons or class assemblies. These will also be displayed in each classroom and around the school. See appendix
- **Weekly Assemblies:** Weekly Assemblies are planned to support our values teaching and for recognition of positive behaviour; Positive behaviour and other achievements will be celebrated during weekly Celebration Assemblies which take place each Friday.
- **PSHE:** Weekly teaching of the PSHE curriculum in each year group ensures the school’s Core Expectations are regularly referenced and taught.
- **Regulation station:** Ensure a Regulation Station (ZoR) space is available in the classroom, so children are able to access the support they need to ensure they are ready for learning.

## 8. Zones of Regulation teaching and learning

The Zones of Regulation is a curriculum that helps children gain skills in consciously regulating their actions and behaviour, therefore enabling them to develop their personal and emotional well-being. They can support children in regulating their feelings in order to control overwhelming emotions that may prevent them from learning and, essentially, achieving their best. Our implementation of Zones of Regulation sessions is carefully considered, planned and taught, alongside the school's programme for PSHE - SCARF. In order for children to feel ready for learning, they will need to be able to self-regulate. Some children will manage this independently, and others will need tools and adult support to do so. Each class has a 'Reflection and Regulation station' where tools such as *breathing techniques, visual timers or sensory equipment* are accessible to children as well as opportunities for calming and reflection.

The Zones of Regulation helps children to identify their feelings through the use of four colours:

Blue <i>Sad, feeling ill, tired, bored, exhausted, shy.</i>	Green <i>Ready, good, calm, happy, focused, okay, relaxed, content.</i>	Yellow <i>Nervous, excited, frustrated, annoyed, overwhelmed, confused, uncomfortable, silly.</i>	Red <i>Mad, aggressive, out of control, terrified, mean, angry, elated.</i>
What can I do? <b>REST</b> Take a break Ask for help Talk to someone Jump up and down 5 times	What can I do? <b>GO</b> Think happy thoughts Finish my work Help others Share ideas	What can I do? <b>SLOW DOWN</b> <i>Take deep breaths</i> <i>Talk to someone</i> <i>Go for a walk to see Margot</i>	What can I do? <b>STOP</b> Take a time out Run a lap Squeeze a stress ball Drink some water

Staff will take time to notice children that may be displaying behaviours or emotions as identified in the zones above and consider the best source of intervention and support. Children are never reminded in public (RIP) or shamed for showing behaviours or emotions linked to a specific zone.

\*Further guidance and information on the Zones of Regulation can be found in Appendix 2.

## 9. Playtime and Lunchtime

Children are expected to show good behaviour at all times. Any incidents of undesirable behaviour occurring at playtime should be dealt with by the staff on duty and the class teacher informed at the end of the social time when the teacher collects the children from the playground and not during learning time on return to the classroom.

Staff on duty will follow the Behaviour Support Pathway (see below) to ensure consistency in behaviour both on the playground and within the school. Lunchtime supervisors supported by pupil sports leaders, buddies and play leaders will provide an organisational structure that will encourage children to interact socially, play well together, stay active and pursue any interests.

## 10. Communicating with Parents and Carers

The school communicates positive and concerning behaviour with parents at drop off and pick up or via a phone call home which will be recorded on CPOMS. Teachers may use an email home or phone call to share positive praise.

## 11. Whole-school steps for supporting and managing behaviour

- During lesson time the adults in the class are responsible for supporting and managing pupils' day-to-day, low-level behaviour and disruptions to learning.
- Staff will use visual supports for children to ensure all can fully understand the behavior expectation and consequences for meeting and not the core expectations.
- There is corporate responsibility for corridors, assemblies etc.
- At break times, the staff on duty are responsible for the children in their care.
- At lunchtimes, the staff on duty are responsible for the overall care of the children. Issues are to be resolved by lunchtime staff on duty to ensure playground behaviour does not impact on teaching and learning. Class teachers should be informed at the end of lunchtime of any poor behaviour incidents or issues.
- Children should not be sent to the SLT or anyone else without prior agreement or unless stated in this policy.
- Children should not be removed from their learning community (classroom) unless the safety of the class teacher, teaching assistant and/ or other learners is at risk.

**‘Every minute a learner is out of a lesson is one where they are not learning’**

**We are a Rights Respecting School. All children must understand that every child has the right to learn without being distracted.**

## 12. St Peter's Support Pathway

For most children, we understand that verbal praise and recognition of positive behaviour will be enough to support them in being ready to access learning. However, at times, children will face challenges and need additional support to regulate their emotions to manage the demands of the school day, their home life and social interaction. The support pathway is displayed visually in every classroom and visuals are used to help children remember the expectations for behaviour.

When support is needed, this agreed Behaviour Pathway of support is put into place using consistent language and adult support:

1. On seeing a poor behaviour choice use a **GENERAL REMINDER** making reference to the school values and core expectations eg  
***In public to all:** Well done .... I can see that you are being ready and respectful, you are sitting so well on your chair.*  
***In private to individuals:** I can see that you are swinging on your chair. Please remember to be safe and be ready for learning. We are respectful to others and our classrooms.*

MOVE ON



2. If the poor behaviour choice continues, provide **PERSONAL SUPPORT**.

*In private to individuals: I can see that you are still swinging on your chair. Let's try...It seems like... Maybe we can...I wonder if...*

MOVE ON

3. If the poor behaviour choice continues, give a further **PRIVATE REMINDER**.

*In private to individuals: I've noticed that... I need you to...so you don't have to... Thank you for listening.*

WALK AWAY

4. If the child continues, a **RESTORATIVE CONVERSATION** with the child is needed. As part of this restorative conversation, it might be that a consequence is issued, using a calm voice.

### REFLECT AND MOVE FORWARD

The use of a **'break'** is put into place when staff notice that a child may need to self-regulate their behaviour. The adults will provide a safe space for the child to use or to go to, providing the appropriate 'tools' to support their self-regulation including adult support where necessary.

E.g. If a child is continuously getting out of their seat during a writing task, the use of 5 minutes of physical activity outside to support their physical needs will be put in place, with the expectation that they will feel more ready for learning once this is complete.

*\*Further guidance on supporting children through this Behaviour Pathway including consistent use of language and adult support can be found in Appendix 5.*

### **Steps for Behaviour Pathway (as outlined above):**

1. General reminder
2. Personal support
3. Personal/private reminder
4. Consequence
5. Restoration - Parents informed - Return to Step 1

*If a child is unable to modify their behaviour following a restorative conversation and their behaviours continue, then a member of the Senior Leadership Team (SLT) should be informed to provide support.*

6. Involvement from SLT

### **13. Consequences – resulting in recording the incident on CPOMS**

If, despite all efforts to teach and support good behaviour, children are not able to make the right choices, consequences should be consistently and fairly applied by teacher and teaching assistants in the first instance.

Consequences are not a punishment, but a way of teaching children that their actions have an impact on others and this is part of a restorative conversation as is outlined in the support pathway

Where poor behaviour choices have been made and children have not responded to being reminded in private, the class teacher will decide on a suitable consequence. Consequences should always be appropriate to the poor behaviour choice and applied in an age-appropriate manner and taking into consideration any special

educational needs.

If teachers are unsure of a suitable consequence they should consult with the SLT.

Consequences should be recorded on CPOMS as a *poor behaviour choice* (see below)

Teachers will not write pupils names on the board for negative or positive behaviours.

Examples of consequences may include:

- a verbal reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour; **(CPOMS & Phone home to notify parents)**
- loss of privileges – for instance, the loss of a prized responsibility; **(CPOMS & Phone home to notify parents)**
- making up lost learning during recreation time; **(CPOMS & Phone home to notify parents)**
- school based community service, such as tidying a classroom;
- scheduled uniform checks

More serious incidents should be escalated to a member of the SLT either in person or by sending a child to the SLT with an '**SLT Support request card**' this should be recorded on CPOMS as *SLT supported behaviour*

The following are examples of more serious incidents:

- Hurting someone or school property
- Using inappropriate, racist or homophobic language
- Disrespecting staff to include defiance, verbal harm, physical harm
- Theft
- Repeated poor behaviour choices despite working through the support pathway
- Where positive behaviour handling is required
- Child on child abuse or sexual abuse to include; bullying, verbal and physical harm

In these situations, more serious consequences may be decided by the Headteacher or SLT member to include:

- Withdrawal from class to discuss behaviour with SLT
- SLT meetings with parents
- Suspension (discussed with HT with advice from LA)
- Exclusion (discussed with HT with advice from LA)

Such incidents of behaviour will be recorded on CPOMs to facilitate any future tracking of behaviour that might be necessary.

Alternative arrangements for consequences can be considered on a case-by-case basis for any pupil where it is believed an alternative arrangement would be more effective for that particular pupil, based on the

schools' knowledge of that pupil's personal circumstances.

Alternative consequences should always be agreed with a member of SLT.

Following any consequence, staff, and parents where appropriate, should work with the child to consider how to avoid future incidents.

Following more than one incident of more serious behaviour, a risk assessment and Individual behaviour support plan should be put in place in order to avoid the need for more serious consequence such as exclusion, this may be with external support such as STLS or the LA.

Where a serious consequence has been applied, or the same behaviour and consequence has occurred three times in close succession, this should be brought to the attention of the SLT.

### **Guidance and Advice for Staff**

(All advice and ideas here are taken from *Paul Dix 'When the adults change, everything changes' (2017)* ).

1. Keep it simple:
  - Be Kind
  - Be Ready
  - Be Respectful
  - Be Safe
  
2. Botheredness and Noticing
  - Deliberately notice something new about a child.
  - Take time to notice their zones; *their body language, their behaviour, their emotions.*
  - Notice their efforts, not their achievements.
  - Focus on the learning process, not the end results.
  
3. RIP and PIP
  - Remind in private- *What might be going on for the child? What do you notice? What support can you put into place? Do so, in private.*
  - Praise in public - *Celebrate, applaud, house points, give attention to those doing the right thing.*
  
4. Make a shift in adult behaviour:
  - Refuse to shout - *save it for celebrating and praising! Do not give attention to undesirable behaviour.*
  - Use non-verbal cues - *smiling, nodding, thumbs up.*

### **Language usage for 30-second intervention:**

Be there, give the message, deal with the incident later and in private (RIP).

*"I've noticed you are / You have chosen to..."*

*"I need you to... / Remember last week when you... I expect you to..."*

*"That is what I need to see today... / Thank you for listening." or "I have heard what you've said, now you must..."*

Walk away

Leave the child to make the choice

Ignore secondary behaviours (face pulling, mumbling etc...)

Deal with the undesired behaviour at a later time and with the child alone. **Always follow-up an incident.**

#### **Other supportive scripts to try:**

*"<name>, that's not like you to ... (shout out / shake the chair / kick the door)"*

*"What do you think you could do to avoid this happening in the next lesson?"*

*"I don't like your behaviour. Your behaviour is disruptive / damaging / unkind. I don't like the behaviour but I believe you can make the right choice / be successful."*

*"This behaviour is not acceptable/expected and I will need to record it and inform parents/carers/other adults."*

### **14. Positive Interventions and reasonable adjustments for those exhibiting extreme behaviours or those with complex needs**

Some children exhibit particular behaviours based on individual circumstances or specific, complex needs; some of which are based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We understand that many children need to feel a level of safety before they exhibit extreme behaviours; building relationships and key consistencies in language and response from staff need to be in place in order for children to feel secure and therefore be supported in their development of positive behaviour. Where there is a continuation of disruptive behaviour or where a child is unable to modify their behaviour, it may indicate there are underlying needs that may need further exploration and support. Where possible, we use our most skillful staff to build these relationships with each individual child. We ensure that we:

- a. Log incidents, triggers, observations of pupils with persistent disruptive behaviours, as this information is vital if a referral to another agency is necessary.
- b. Inform parents of observations, behaviour displayed and potential triggers.
- c. Under the guidance of the SLT, including the Special Educational Needs Coordinator (SENDCO), class teachers may organise a Structured Conversation with parents to consider the most appropriate support for the child.
- d. Measures to support may include an Individual Behaviour Record, Risk Reduction Plan, Pastoral Support Plan or bespoke personal support.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

**In some extreme cases it may be necessary for staff to use positive handling to help keep pupils safe. In such cases we would refer to our positive handling policy.**

Fixed term or permanent exclusion may be considered in the event of severe behaviour e.g.

- Actual physical violence towards a member of the school community.
- Verbal abuse towards any member of staff
- Deliberate damage to school or other people's property.
- Bullying

Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion parents have the additional right to appeal to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from school. In cases of bullying we will follow the procedures as laid down in our Anti Bullying Policy. The school will record racist and homophobic behaviour and the Governors will be informed.

#### **Further Reading**

- e. 'When the Adults Change, Everything Changes' - Paul Dix (2017)
- f. 'The Zones of Regulation' - Leah M. Kuypers (2011)
- g. Recovery Curriculum - Barry Carpenter (2020)

## Appendix 1

### Ensuring effective teaching and learning - Pedagogy





As part of our continuous development in improving standards of behaviour across the school, staff are kept informed of best practices in terms of teaching, learning and behaviour. Staff are expected to deliver teaching, learning and behaviour strategies which are based upon research and pedagogical practices, which contribute to the aims of our Behaviour for Learning Policy.

### Taken from Education Endowment Foundation (EEF) Teaching and Learning Toolkit (2018):

- h. Meta-cognition and Self regulation - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.*
- i. Feedback - Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning.*
- j. Collaborative Learning - A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned.*

### Taken from 'Improving Behaviour in Schools': EEF (2019)

Our Behaviour for Learning Policy is based upon these proactive principles:

<p><b>1</b></p> <p>Know and understand your pupils and their influences</p>  <ul style="list-style-type: none"><li>• Pupil behaviour has multiple influences, some of which teachers can manage directly</li><li>• Understanding a pupil's context will inform effective responses to misbehaviour</li><li>• Every pupil should have a supportive relationship with a member of school staff</li></ul>	<p><b>2</b></p> <p>Teach learning behaviours alongside managing misbehaviour</p>  <ul style="list-style-type: none"><li>• Teaching learning behaviours will reduce the need to manage misbehaviour</li><li>• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning</li><li>• Teachers should encourage pupils to be self-reflective of their own behaviours</li></ul>	<p><b>3</b></p> <p>Use classroom management strategies to support good classroom behaviour</p>  <ul style="list-style-type: none"><li>• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression</li><li>• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time</li><li>• Reward systems can be effective when part of a broader classroom management strategy</li></ul>	<p><b>4</b></p> <p>Use simple approaches as part of your regular routine</p>  <ul style="list-style-type: none"><li>• Some strategies that don't require complex pedagogical changes have been shown to be promising</li><li>• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour</li><li>• School leaders should ensure the school behaviour policy is clear and consistently applied</li></ul>
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## Appendix 2

### The Zones of Regulation

“The Zones of Regulation is a curriculum designed to foster self-regulation and emotional control”

Written and created by Leah M.Kuypers, MA Ed.OTR/L (2011)

This is a whole school approach to help children manage their emotional literacy and understanding. It helps them to understand their level of alertness and readiness for learning. Our job is to help children regulate themselves, using the zones. The Zones of Regulation help children to identify their feelings through the use of four colours:

Blue <i>Sad, feeling ill, tired, bored, exhausted, shy.</i>	Green <i>Ready, good, calm, happy, focused, okay, relaxed, content.</i>	Yellow <i>Nervous, excited, frustrated, annoyed, overwhelmed, confused, uncomfortable, silly.</i>	Red <i>Mad, aggressive, out of control, terrified, mean, angry, elated.</i>
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It is important that staff model which zone they are in, e.g. I am in the yellow zone because I'm looking forward to my birthday. I'm having a party at the weekend.

#### **A summary of the book:**

- k. It introduces the zones to the children and helps them to identify feelings / behaviours associated with each one.
- l. Creates examples of what each zone's behaviours look like.
- m. Contains ideas in supporting children with understanding emotions through games.
- n. Section on understanding different perspectives.
- o. Identifies triggers in children.
- p. Explores tools to support children in different zones.

#### **Supporting children:**

1. Remain calm - *consider your stance, your position, your posture.*
2. Awareness of space - *try to be aware of the space around you and objects in the space too. Avoid stepping into a child's personal space to keep both you and the child safe.*
3. Giving children processing time - *allow children time to make the choice for themselves once an instruction has been given. Knowing each individual is key as different children will require different processing time.*
4. Use of voice - *When people are feeling overwhelmed or in a heightened sense of anxiety, they tend to talk higher, faster and louder. Staff need to speak more slowly, quietly and in a lower tone. Ask how the child is feeling and assign an emotion to it. **E.g. I can see you are feeling red as you seem angry which is why you ran out of class.***

## Appendix 3

### House Points

Children can earn points for the following:

- Being Kind
- Being Respectful
- Being Ready
- Being Safe
- Using School Values
- Excellent effort
- Good behaviour
- Achieving Targets
- Positive Lunchtime behaviour
- Home Learning (when home learning comes in - issued by Class Teacher)
- Attendance (issued at the end of every half-term)

### Children can also receive 'Accolades':

- A special award issued by Senior Leadership Team (SLT) linked to the core values at the end of reach term
- Children are automatically awarded a certificate and sticker if they are chosen as Star of the Week (issued by the Head teacher during Friday collective worship).

Other accolades include:

- Headteacher School award.
- Deputy Headteacher award.
- Star of the Week award
- Secret student award
- A values badge

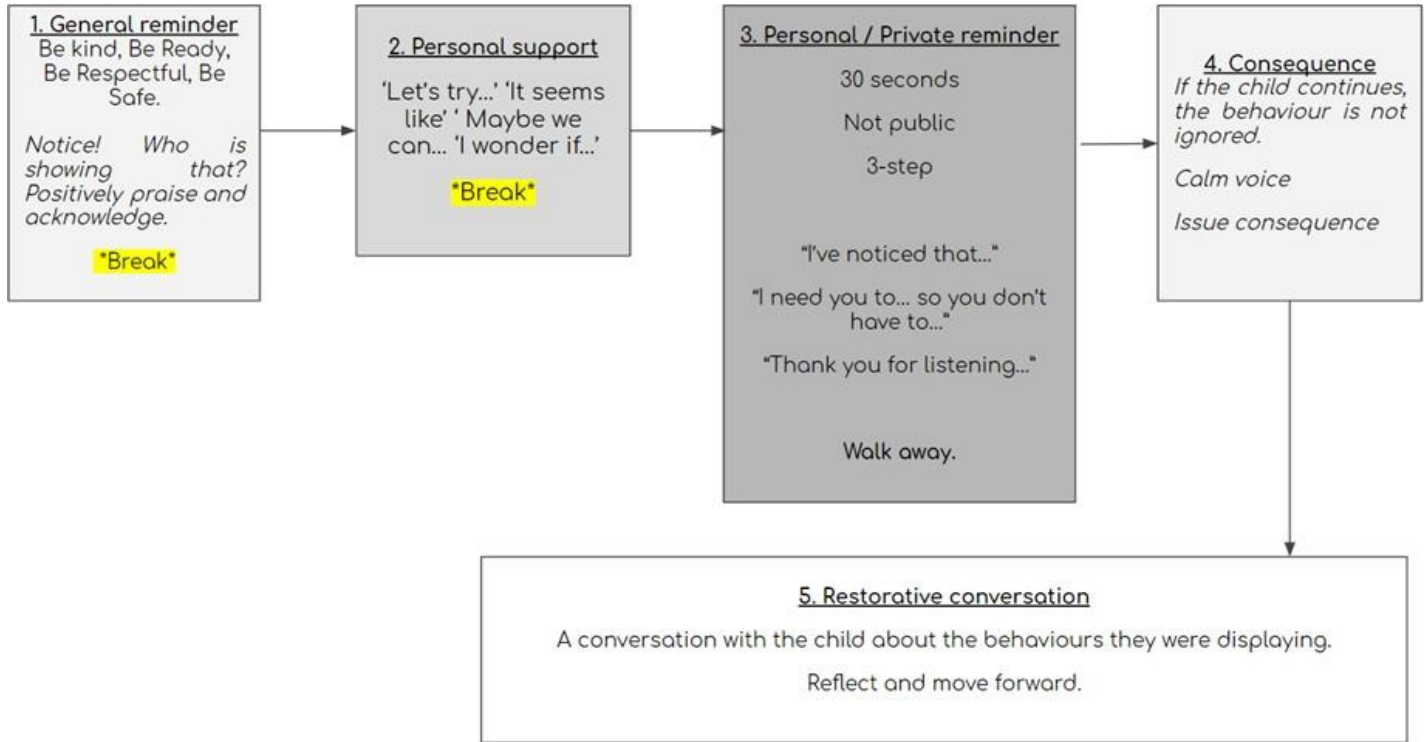


## Appendix 4

### Behaviour Management Flow chart to support staff

Remember try and catch the children being good and reward the positive behaviours seen.

When children display behaviours which are not what we expect based on our core expectations of Be Kind, Be respectful, Be ready and Be safe follow the school's Behaviour support pathway:



At **step 4** of the support pathway a consequence may be issued if children do not respond to the personal reminder – this is recorded on CPOMS and a phone call home is made by the classteacher at the end of the day:

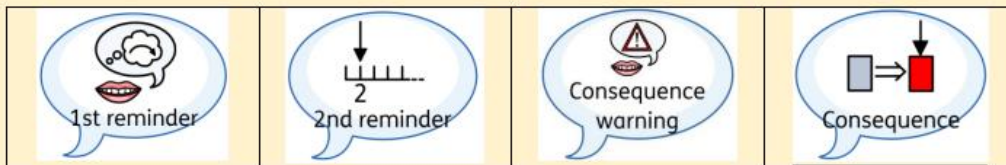
- Children may be required to miss 5 minutes of breaktime to meet with the teacher to discuss the behaviour, this can then lead into step 5 a restorative conversation.
- Continuous disruption of learning may mean children need to move to another classroom for the remainder of the lesson
- Continuous poor behaviour choices may result in the need to speak with the DHT in the first instance. This will be escalated to meeting the HT if the behaviour continues.
- Any of the following behaviours and should be escalated immediately to the DHT who may then refer to the HT: Bullying, damage to property, defiance, continuous disruptive behaviour, deliberate inadequate work, racist incident, theft, verbal or physical harm to a peer or to an adult, homophobic incident

At St Peter's our good behaviour helps us learn!

Follow the Core Expectations.



If you forget, your teacher will help you.



After three reminders you will have a consequence which could be...

