	Chaddleworth St Andrews and Shefford Church of England Federated Primary Schools 'Living life in all its fullness'		
Policy and Procedure Statement		Approval FGB	11.09.24
<u>Behaviour for Learning</u>			

As a federation of two Church schools we are at the heart of the community and strive to 'Live life in all its fullness', 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 Community, Compassion, Courage, Trust, Perseverance and Thankfulness.

Name		Signature	Date
Chair of Governing Board	Jim Hazlewood		
Head Teacher	Debbie Munday		

Policy Review Schedule: This Policy will be reviewed annually or earlier if required.

Contents

1.	Introduction	3
2.	Aims and Therapeutic Approach	4
3.	Roles and Responsibilities	4
4.	Key Procedures.....	6
5.	Bullying	8
6.	Equity	9
7.	Exclusions.....	9
	Appendix 1 De-escalation scripts and consequences	10
	Appendix 2 Therapeutic Thinking flow chart	12
	Appendix 3 Pro-social and anti-social behaviour	13
	Appendix 4 Conscious and sub-conscious behaviour	14
	Appendix 5 Christian Values	15
	Appendix 6 Positive choices	16
	Appendix 7 Behaviour For Learning Steps to Celebrate Positive Behaviour.....	18
	Appendix 8 Behaviour for Learning Steps to Restore Positive Behaviour.....	19

1. Introduction

As a federation of two Church schools, we work in partnership with the Diocese, our families and the wider community. By *“Living life in all its fullness”* 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 Community, Compassion, Courage, Trust, Perseverance and Thankfulness.

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 talking to a trusted adult in school House Captains, Wellbeing Champions and ELSA.
- 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 the Christian Values
- 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.

Praise (appendix 7)

We look for opportunities to give specific praise to children for effort in learning, demonstrating the Christian values and following the school expectations for behaviour. We praise the process and progress, not just the outcome. We do this in an individualised approach, being mindful of those children who find praise difficult to hear and those who need it more frequently than others.

Rewards

We celebrate success (effort in learning and behaviour) 'in the moment', sharing it 1:1, as a class and with parents. We acknowledge that rewards can decrease motivation so we use them for a specific reason, with some children having an individualised approach and all children working towards a community celebration through the collecting of class gems or pompoms, or school values leaves.

Educational consequences (Appendix 8)

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions and the effect 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 may 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:

- 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.

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

DE-ESCALATION SCRIPTS AND CONSEQUENCES

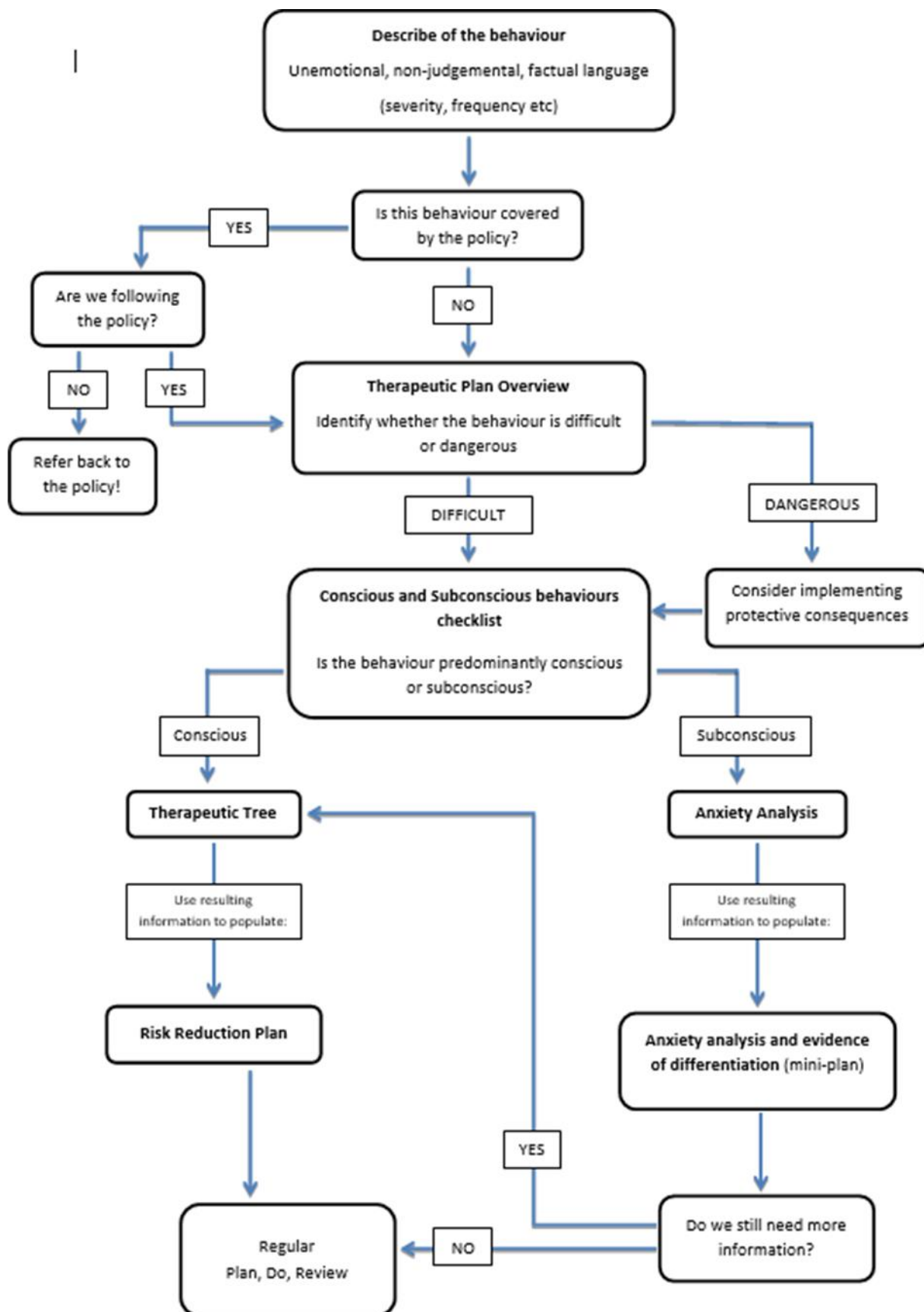
All unsocial and anti-social behaviour takes time to understand. It is essential that all staff take the time to investigate what has happened – for example was this intentional harming or the result of rough play?

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

Appendix 2 Therapeutic Thinking Flow Chart



Appendix 3

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 4 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 the behaviour 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 by rewards, praise, recognition etc. or suppressed with expectations, consequences, disapproval (within an 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 logical additional 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 relevant motivations 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?

Appendix 5



Chaddleshworth St. Andrew's and Shefford
Church of England Federated Primary Schools
'Living life in all its fullness'

Christian Values in the Bible, our lives and learning...

<p>Term 1: <u>Community</u></p> <ul style="list-style-type: none"> - Zacheaus the Tax Collector - The twelve disciples - The Lost Sheep 	<p>Term 3: <u>Courage</u></p> <ul style="list-style-type: none"> - David and Goliath - Moses and the Burning Bush - Daniel in the Lion's Den 	<p>Term 5: <u>Perseverance</u></p> <ul style="list-style-type: none"> - The Lost Sheep - Running the race – Hebrews 12: 1-4 - Noah's Ark 									
<table border="1"> <tr><td>Work as a team</td></tr> <tr><td>Notice what is around us</td></tr> <tr><td>Use our learning for positive purposes in our lives</td></tr> </table>	Work as a team	Notice what is around us	Use our learning for positive purposes in our lives	<table border="1"> <tr><td>Have a go</td></tr> <tr><td>Ask for help if needed</td></tr> <tr><td>Ask, 'What if...?'</td></tr> </table>	Have a go	Ask for help if needed	Ask, 'What if...?'	<table border="1"> <tr><td>Manage distractions around us</td></tr> <tr><td>Learn from our mistakes</td></tr> <tr><td>Keep going even when things</td></tr> </table>	Manage distractions around us	Learn from our mistakes	Keep going even when things
Work as a team											
Notice what is around us											
Use our learning for positive purposes in our lives											
Have a go											
Ask for help if needed											
Ask, 'What if...?'											
Manage distractions around us											
Learn from our mistakes											
Keep going even when things											
<p>Term 2: <u>Compassion</u></p> <ul style="list-style-type: none"> - The Good Samaritan - Jesus Feeds the 5000 - Nativity Story 	<p>Term 4: <u>Trust</u></p> <ul style="list-style-type: none"> - Jesus Calms the Storm - Peter walks on water - The Easter Story 	<p>Term 6: <u>Thankfulness</u></p> <ul style="list-style-type: none"> - The Sower - Ten Silver coins - Jonah and the Big Fish 									
<table border="1"> <tr><td>Show thanks for God's world</td></tr> <tr><td>An attitude of gratitude</td></tr> <tr><td>Feel proud of all your efforts and achievements</td></tr> </table>	Show thanks for God's world	An attitude of gratitude	Feel proud of all your efforts and achievements	<table border="1"> <tr><td>Believing in myself</td></tr> <tr><td>Putting trust in others</td></tr> <tr><td>Be brave to try new things</td></tr> </table>	Believing in myself	Putting trust in others	Be brave to try new things	<table border="1"> <tr><td>Share kindness</td></tr> <tr><td>Help those around us</td></tr> <tr><td>Be mindful</td></tr> </table>	Share kindness	Help those around us	Be mindful
Show thanks for God's world											
An attitude of gratitude											
Feel proud of all your efforts and achievements											
Believing in myself											
Putting trust in others											
Be brave to try new things											
Share kindness											
Help those around us											
Be mindful											

Appendix 6 Behaviour for Learning Positive choices



Chaddleworth St. Andrew's and Shefford
Church of England Federated Primary Schools
'Living life in all its fullness'

Behaviour for Learning

Our positive choices are to...

..be respectful

..be kind

..be responsible

..work as a team

..try our best

..have fun!

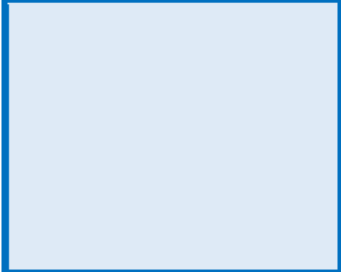


Chaddleworth St. Andrew's and Shefford
Church of England Federated Primary Schools
'Living life in all its fullness'

Behaviour for Learning

Our positive choices are to...

..be respectful

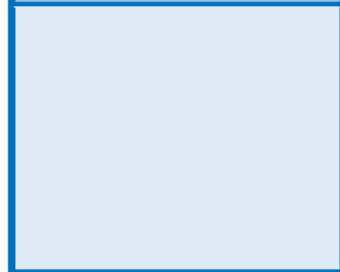


Chaddleworth St. Andrew's and Shefford
Church of England Federated Primary Schools
'Living life in all its fullness'

Behaviour for Learning

Our positive choices are to...

..be kind

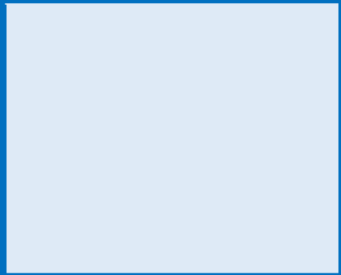


Chaddleworth St. Andrew's and Shefford
Church of England Federated Primary Schools
'Living life in all its fullness'

Behaviour for Learning

Our positive choices are to...

..be responsible

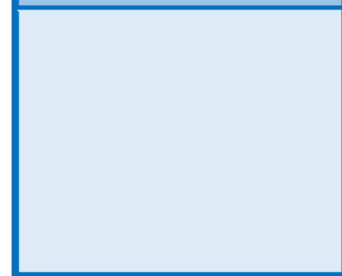


Chaddleworth St. Andrew's and Shefford
Church of England Federated Primary Schools
'Living life in all its fullness'

Behaviour for Learning

Our positive choices are to...

..work as a team

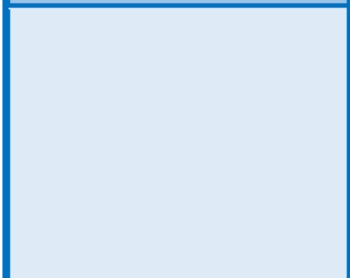


Chaddleworth St. Andrew's and Shefford
Church of England Federated Primary Schools
'Living life in all its fullness'

Behaviour for Learning

Our positive choices are to...

..try our best

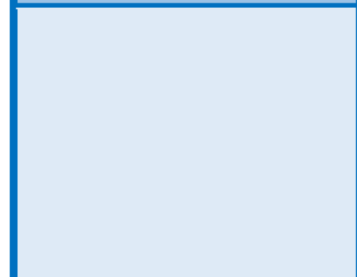


Chaddleworth St. Andrew's and Shefford
Church of England Federated Primary Schools
'Living life in all its fullness'

Behaviour for Learning

Our positive choices are to...

..have fun!





Chaddleworth St. Andrew's and Shefford
Church of England Federated Primary Schools
'Living life in all its fullness'

Behaviour for Learning

Everyone in our school is encouraged and expected to make positive choices for their own, and others, learning.
If the expected positive choices are being seen and heard by others, there are different ways they might be recognised...



* Verbal comment

others will recognise and tell you the positive choice they've seen from you

* Non-verbal comment

others will recognise and show you they've seen a positive choice

* Gem or pompom for the class jar

to work towards a full jar and class celebration of positive choices

* Communication with parent or carer

to share and celebrate your positive choice with your grown ups



Chaddleworth St. Andrew's and Shefford
Church of England Federated Primary Schools
'Living life in all its fullness'

Behaviour for Learning

Everyone in our school is encouraged and expected to make positive choices for their own, and others, learning.

If the expected positive choices are not being made these steps will be followed until behaviour for learning is restored and positive...

1. Verbal reminder

of our school expectation to make positive behaviour choices for learning

2. Pause and reflect

thinking time out of class with a follow up chat with a grown up

3. Restorative conversation with Headteacher

to reflect, say, share and ask

4. Communication with parent or carer

to further reflect, say, share and ask