



Northburn Primary School

Behaviour for Learning Policy

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) Behaviour in Schools
- DfE (2022) Keeping Children Safe in Education 2022
- DfE (2021) Sexual Violence and Sexual Harassment Between Children in Schools and Colleges
- DfE (2018) Mental Health and Behaviour in Schools
- DfE (2015) Special Educational Needs and Disability Code of Practice: 0 to 25 years
- DfE (2013) Use of Reasonable Force
- Education Endowment Foundation (EEF) – Improving Behaviour in Schools Guidance Report
- Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings

This policy operates in conjunction with the following school policies and training:

- Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Drug and Alcohol Policy
- Anti-bullying Policy
- PSHE Policy and RSE Policy
- Low-level Concerns Policy
- Physical Intervention Policy
- Equalities Policy and Accessibility Plan
- Support Looked After Children Policy
- Stress Management Policy
- Crisis Prevention Institution: Verbal Intervention Training
- Staff handbook

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Roles and Responsibilities

The Governors (Chair: Mrs Ann Wheat) have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation;
- Promoting a whole-school culture where children are able to learn; and
- Handling complaints about this policy, as outlined in the School's Complaints Procedures Policy.

The Headteacher (Mrs Clare Scott) is responsible for:

- The monitoring and implementation of this policy and of behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour;
- Establishing the standard of behaviour expected of children at school;
- Determining school rules and any disciplinary sanctions for breaking the rules;
- Publishing this policy and making it available to staff, parents and children at least once a year;
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour; and
- Ensuring all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated and all are treated respectfully.

The mental health lead (Miss Lucy Dawson) is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with social, emotional and mental health (SEMH) related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties; and
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The Special Educational Needs Co-ordinator (SENCO) (Miss Lucy Dawson) is responsible for:

- Collaborating with governors, the Headteacher and the mental health lead, as part of the Senior Leadership Team (SLT), to determine the strategic development of behaviour and SEMH policies and provisions in the school;



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- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND, in line with the School's Special Educational Needs and Disabilities (SEND) Policy;
- Supporting staff in the implementation of Individual Behaviour Plans; and
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves;
- Aiming to teach all children the full curriculum, whatever their prior attainment;
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential;
- Being responsible and accountable for the progress and development of children in their class;
- Producing a contract outlining good learning behaviours for their class which is shared with children; and
- Teaching and modelling expected behaviour and positive relationships.

All staff, including teaching, support and volunteers are responsible for:

- Adhering to this policy and up-holding the whole-school approach;
- Supporting children in adhering to this policy;
- Promoting a supportive and high-quality learning environment;
- Modelling appropriate behaviour;
- Being aware of the signs of behavioural difficulties;
- Setting high expectations for every child;
- Being aware of the needs, outcomes sought, and support provided to any child with specific behavioural needs and plans;
- Keeping the relevant staff up-to-date with any changes in behaviour or behaviour concerns;
- Recording behaviour concerns on CPOMs (Child Protection Online Management System); and
- Ensuring incidents are dealt with quickly and effectively in line with school policies.

Children are responsible for:

- Their own behaviour both inside school and out in the wider community; and
- Reporting any unacceptable behaviour to a member of staff.



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Parents/carers are responsible for:

- Supporting their child in adhering to the school rules; and
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Statement of Intent

A safe and orderly school environment is important to learning. Disruptive classroom behaviour is known to interfere with learning and is a cause of stress and concern for children, teachers and families. At Northburn we provide every child with the educational support they need to learn and maintain positive behaviour. This policy aims to outline the strategies and procedures we use to maintain a positive school environment. It will help children to develop their social, emotional and learning skills, as well as improving their emotional and sensory regulation.

We are mindful of the recommendations outlined by the *Education Endowment Foundation*:

1. Know and understand your child and their influences (supportive relationships are key);
2. Teach learning behaviours alongside managing misbehaviour. (Teaching learning behaviours will reduce the need to manage misbehaviour and teachers should encourage children to be self-reflective of their own behaviours);
3. Use classroom management strategies to support good classroom behaviour (effective strategies such as reward systems can reduce challenging behaviour and disengagement);
4. Use simple approaches as part of your regular routine (strategies are easily implemented and can be applied consistently across school); and
5. Use targeted approaches to meet the needs of individuals (for some children an individualised behaviour plan is required).

To help reduce the likelihood of behavioural issues related to SEMH, the School aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and children are taught to be resilient. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health.



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The School aims to promote resilience as part of a whole-school approach using the following methods:

- Through the school curriculum;
- Understanding that mistakes are integral to learning and the power of “yet” (positive growth mind set);
- Activities to probe resilience e.g. Forest School opportunities; and
- *Zones of Regulation*.

We aim to:

- Develop attitudes and behaviour that will result in a safe, caring and mutually respectful environment in which students are able to learn; and
- Create a culture, environment and curriculum that promotes respect and British values. We encourage all in our community to be: ambitious, inquisitive, respectful and resilient (*School Values*).

We aim to promote positive learning experiences through a supportive educative environment and curriculum that all can successfully engage with. We use a range of teaching methods to enable all children to:

- Gain a good education, whilst meeting their individual academic, emotional, social and physical needs;
- Develop the skills, attitudes and values that enable them to be active contributors to society;
- Develop a sense of belonging and responsibility to the school community;
- Develop a range of communicative methods that allow them to express their preferences and opinions and develop their independence;
- Learn effective learning behaviours that they will be able to use through their life;
- The health and wellbeing of children and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment;
- Develop their knowledge about health and wellbeing and appropriate behaviour from the PSHE and RSE curriculum; and
- Succeed in whole-school celebration assemblies supporting an understanding of *School Values* and what is appropriate behaviour



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Zones of Regulation

Central to our approach in helping children to understand what good behaviour looks like, we implement *Zones of Regulation*.¹

Self-regulation is something everyone continually works on, whether we are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place. This comes naturally for some, but for others it is a skill that needs to be taught and practised. (This is supported by the work of the EEF in their guidance and research (Appendix 1.)

The goal of the *Zones of Regulation* (the *Zones*) is to address underlying issues. The curriculum is then designed to help move children toward independent regulation. The *Zones* incorporate visuals to teach children to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states.

We have implemented the *Zones* across the School as a strategy to assist our children in developing skills to maintain and improve their mental and social well-being. All staff understand that there is an appropriate *Zone* for any situation. Staff recognise that behaviour influences behaviour and that they need to provide appropriate role models for the situation.

Positive teacher-child relationships are key to combatting unacceptable behaviour. The School focusses heavily on forming these relationships to allow teachers to understand their children and create a strong foundation from which behavioural change can take place.

We believe that it is important children have the opportunity to engage in meaningful, reflective conversations or activities. These conversations or activities allow them to understand and meet the behaviour expectations whilst repairing and re-establishing relationships. This could include having a brief conversation outside the classroom environment with a staff member.

Working in Partnership

We aim to work in partnership with parents and enable the child's voice. The School proactively engages and works in partnership with parents, the children themselves, enabling

¹ For more information on the *Zones of Regulation*, please refer to Appendix 2, the School website: http://www.northburn.northumberland.sch.uk/web/zones_of_regulation/611405, or your child's Blue Books/Planners.



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the child's voice, outside agencies and the wider community to promote consistent support for children's health and wellbeing.

Children with SEND

At Northburn, it is not assumed that because a child has SEND that their behaviour is affected, although behaviour will be considered in relation to a child's SEND. Some behaviours maybe associated with particular types of SEND, such as a child with speech, language and communication needs who may not understand verbal instructions. We put support in place for children identified with SEND using Assess, Plan, Do, Review. As far as possible, we anticipate likely triggers of unacceptable behaviours and put support in place by using preventative measures that include, but are not limited to:

- Short, planned movement breaks;
- Adjusting seating plans;
- Adjusting uniform requirements; and/or
- Staff training to develop their understanding of SEND.

The School considers whether reasonable adjustments need to be made to this policy in response to the child's SEND needs. It may be that the School seeks additional support from *Northumberland County Council, High Incident Needs Team (HINT)* to understand the underlying causes of behaviour and whether additional support is required.

When dealing with the removal of an individual child, including a Child in Need plan, a Child Protection plan or a looked-after child, their social worker will be notified if they have one. If the child is looked-after, the School will ensure their Personal Education Plan is appropriately reviewed and amended.

De-escalation Strategies²

Where negative behaviour is present, staff members will seek to implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice;
- Using simple, direct language;
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member;
- Providing adequate personal space and not blocking a child's escape route;
- Showing open, accepting body language, e.g. not standing with their arms crossed;
- Reassuring the child and creating an outcome goal;
- Listen and paraphrase what you understand;
- Identifying any points of agreement to build a rapport; and/or

² Staff can access support from colleagues or from supervision after stressful events.



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- Rephrasing requests made up of negative words with positive phrases, e.g. “If you don’t return to your seat, I won’t help you with your work” becomes, “If you return to your seat, I can help you with your work”.

Praise and Rewards

The School recognises that praise is key to making children feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded;
- The praise is given immediately following the desired behaviour;
- The way in which the praise is given is varied, e.g. it is not always appropriate for praise to be given publically;
- Praise is related to effort, rather than only to work produced;
- Our *School Values* are encouraged through praise and rewards; and/or
- Praise is given when a child’s efforts, work or behaviour need to be recognised and is always sincere.

Whilst it is important to receive praise from teachers, the School understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage children to praise one another, and praise another child to the teacher, if they see them modelling good behaviour.

As with praise, the School understands that providing rewards after certain behaviour means that children are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour;
- **Consistent** – consistently rewarded to maintain the behaviour;
- **Achievable** – keeping rewards achievable to maintain attention and motivation; and
- **Fair** – making sure all children are fairly rewarded.

Rewards

The School has a number of options for rewards that can be given to children. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards, e.g. additional play time. There is a whole-school House Award system and individual and class reward systems are used to promote positive learning behaviours.

Children know enforceable classroom rules and what the consequences are if rules are not adhered to. Attention is given to how “rules” are worded, such as the use of positive language



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rather than negative, e.g. “Act respectfully towards your peers and teachers”, rather than, “Do not act disrespectfully towards your peers and teachers”.

Physical Intervention

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the *Physical Intervention Policy*.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the child’s parent will be contacted – parents may be asked to collect their child and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the School and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Detentions

The School will make it clear to parents and children that they are able to use detention as a sanction, both during and outside of school hours. All teachers at the school can impose detention on a child. Detention can be held outside of school hours on a school day when the child is not authorised to be absent. Parental consent is **not** required for detentions but notice will be given.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the child. If the detention is during lunchtime, time will be allocated to allow the child time to eat, drink and use the toilet.



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Sexual Abuse, Harassment and Discrimination

The School prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The School's procedures for handling child-on-child sexual abuse and discrimination are detailed in the *Child Protection and Safeguarding Policy*.

The School will respond promptly and appropriately to any sexual harassment complaints in line with the *Child Protection and Safeguarding Policy*; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and Controlled Substances

The School will follow the procedures outlined in its *Smoke-Free Policy and Drug and Alcohol Policy*. In accordance with the Health Act (2006), Part 1, the School is a smoke-free environment. Parents, visitors, staff and children are instructed not to smoke on school grounds.

Searching, Screening and Confiscation

School staff can confiscate, retain or dispose of a child's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Behaviour Off School Premises

Children at the school must agree to represent the school in a positive manner, particularly if the child is dressed in school uniform.

Staff can discipline children for misbehaviour outside the school premises when the child is:

- Wearing school uniform;
- Travelling to or from school;
- Taking part in any school-related activity; or
- In any way identifiable as being a child at the school.



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Staff may also discipline children for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school;
- Could pose a threat to another child, a member of staff at the school, or a member of the public; or
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's *Anti-bullying Policy*.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the child has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the *Complaints Procedures Policy*.

Consequences of misbehaviour will be dealt with as follows:

Stages 1- 3 Low level behaviours

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Low-level disruptive activities disturbing others;
- Failure to complete classwork;
- Rudeness; and/or
- Inappropriate language.

Note: In the event that extreme examples of misbehaviour occur children may be moved straight to any appropriate stage on the policy; without needing to pass through earlier stages. (In these circumstances this accelerated action will be agreed by a member of the leadership team.)

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school

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within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – repeatedly not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- **Physical attack and aggression**

Stage 1

- Correct the unacceptable behaviour by explaining preferred behaviour;
- Refer to *Zones* and strategies to move to an appropriate *Zone*;
- Refer to class rules; or
- Apply de-escalation strategies.

Stage 2

The behaviour is repeated or continues. The child and teacher discuss the behaviour. If unacceptable behaviour is repeated again during the session a sanction is applied. This may be in the form of a loss of break time, or other appropriate sanction e.g. additional task to complete.

Stage 3

The unacceptable behaviour does not stop or is repeated. The form teacher deals with repeated unacceptable behaviour through discussion with the parents/carers and there is an agreement secured in methods to support the child's behaviour. At this stage the phase leader is informed and the formal reporting and monitoring of the child's behaviour begins (CPOMS). (NB. the phase leader and form teacher will check that all appropriate strategies are in place to manage behaviour in the classroom and that there are not any additional needs that have not been addressed. Refer to the SENCO and outside agencies as necessary.)

Reporting and monitoring at Stage 3:

Foundation Stage and KS1

- The child will be placed on a traffic light system which will have clear rewards and sanctions attached as outcomes. Sanctions could include: missing golden time or playtime or another activity as appropriate. Rewards and repair options will be discussed with the parents/carers.
- An individualised behaviour plan may be used.



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Key Stage 2

- A behaviour contract is agreed (example Appendix 3).
- Detentions may be issued.

This is not an exhaustive list and will require individualised responses appropriate to the age and needs of the child.

Stage 4

If unacceptable behaviour is repeated, and behaviour plans have been ineffective or there is an instance of serious unacceptable behaviour then further contact with parents/carers would be required. At this stage a further meeting would take place between the parents/carers, form teacher, phase leader and a member of the SLT. This would constitute a final attempt to correct the behaviour before application of Stage 5.

Sanctions to be discussed may include:

- Detentions after school.
- Temporary exclusion.
- Permanent exclusion.
- Managed move (DfE, 2022, *Behaviour in Schools*, p.26).

Stage 5

Northumberland County Council agreed *Exclusion Policy* will be put in place. The appropriate outside agencies will be contacted to review the situation.

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Exclusion-from-school-in-Northumberland.pdf>

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Appendix 1

Further reading and useful resources:

- EEF - *Improving Behaviour in Schools - Guidance Report*
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>
- EEF - *Metacognition and Self-regulation* - from EEF toolkit
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>
- EEF – *Self-regulation Strategies* - from EEF early years toolkit
<https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Early-Years-toolkit-July-2018.pdf>
- www.zonesofregulation.com
- www.socialthinking.com/products/zones

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Appendix 2: Zones of Regulation

What are the Zones of Regulation?

The *Zones* is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. The *Zones* curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.



The Four Zones: our feelings and states determine our zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

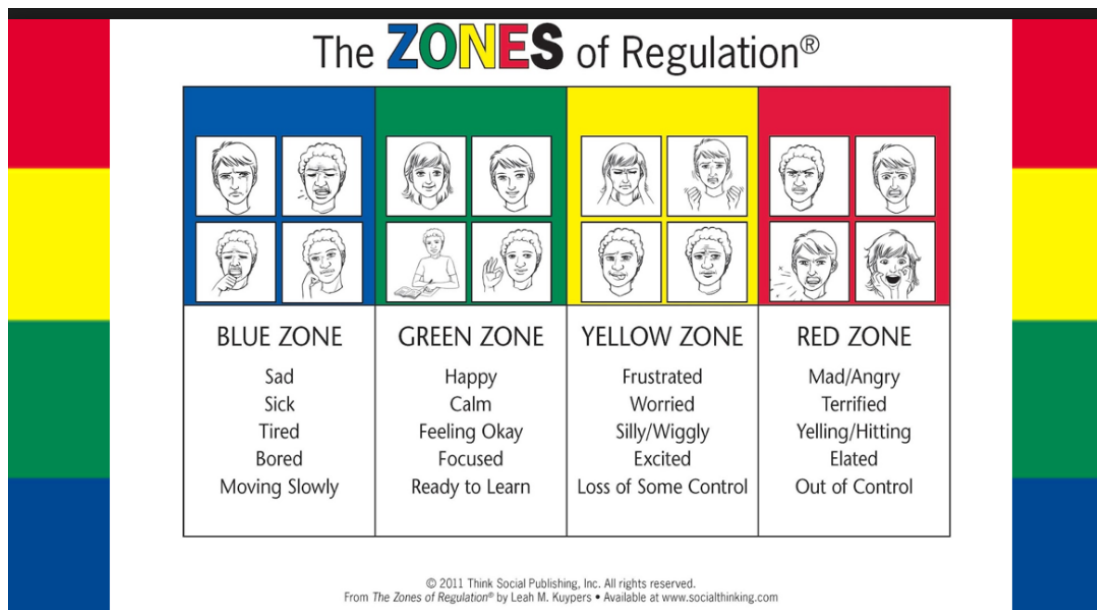
The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

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All the *Zones* are okay!

- Different *Zones* are experienced throughout the day;
- No wrong or bad zones; but children can make poor choices;
- There are “expected ZONES” for different environments;
- They provide a safe, non-judgmental means to communicate and recognise feelings;
- We look to provide natural consequences for good or poor choices in a zone. (We work with children to process after the circumstances that led to the inappropriate zone, and work with children on how to do differently the next time);
- Children can be in more than one *Zone* at once e.g. **Blue** for Tired and **Yellow** for anxiety over a test;
- The same emotion can be categorised into different zones (e.g. disappointment in **Blue** or **Yellow** and Jealous can be **Yellow** or **Red**); and
- Listing more than one zone can indicate that children are really in touch with their feelings and alertness level.
- The *Zone* depends on the intensity of the emotions.

(All staff are responsible for communicating with the most appropriate person when a child is operating outside their appropriate zone in a way that adversely impacts themselves or others. This may be informing the child’s form teacher, phase leader, Deputy Headteacher or Headteacher, parents/carers or recording the event on CPOMS.)

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Appendix 3

Behaviour Agreement

Section 1 – agreement

This is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this agreement is in place, you should do everything you can to stick to your goals.

Name: _____ Date: _____

My Goals:









To prevent my unacceptable behaviour, I can:

1. _____

2. _____

3. _____

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When I demonstrate unacceptable behaviour, you can help me by:

1. _____

2. _____

3. _____



These are the consequences if I don't meet my goals:



These are the rewards if I meet my goals:







My contract will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

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Behaviour Plan Template

<u>Name:</u>			
Behaviour	Trigger	Actions	Rewards and Consequences
<u>Repair</u>			
<u>Historical triggers</u>			
<u>Additional Strategies</u>			