



Blackwell
Primary School

BEHAVIOUR FOR LEARNING POLICY

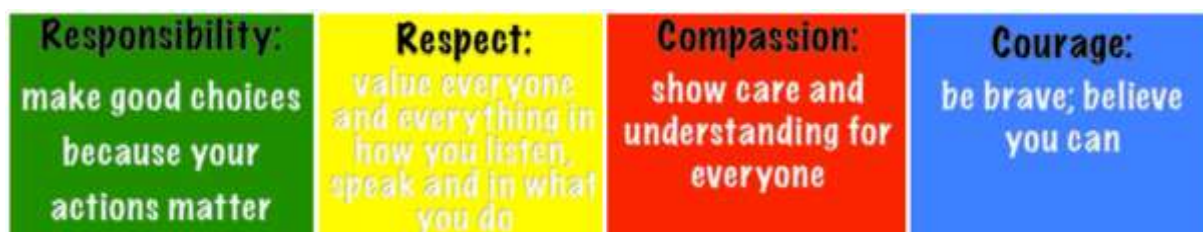
Review Date: January 2027
Agreed by LGB: January 2026

Behaviour for Learning Policy

The Behaviour for Learning policy in Blackwell School aims to:

- foster a positive and compassionate environment in which all learners, irrespective of gender, disability, ethnicity, social, cultural or religious background, can flourish and reach their full potential;
- ensure effective delivery of a broad and balanced curriculum which will enable each learner to acquire a firm foundation of knowledge, skills, understanding and interest that will be useful and relevant to him/her in future education and later years;
- develop learner's self-esteem so that they are confident, responsible and increasingly independent learners;
- develop relationships based on respect, integrity and trust between all members of the school community, including parents/carers and members of the Governing Board, ensuring all are positive members of our school community;
- ensure that there is visible consistency in approaches to behaviour from all members of our community, to ensure every member of the school community feels valued and respected, and that each person is treated fairly and well;
- set out the support available for learners who have additional needs and need help with managing their behaviour.

Our Core Values drive our positive attitudes and behaviour. They are displayed in strategic positions around the school and in every classroom and are regularly reinforced when walking around the school, as well as in assembly time.



Our Core Values support and promote socially acceptable behaviour for all learners, adults and our wider school community within the school.

As a direct consequence of the Behaviour for Learning policy, learners will:

- build strong relationships;
- experience what it means to live as a member of an open, generous and forgiving community;
- benefit from a calm, safe and secure learning environment;
- reflect on and appraise their actions – learning to take responsibility;
- follow our Core Values: Responsibility, Respect, Compassion and Courage.

Headteacher will:

- Take responsibility for implementing measures to secure acceptable standards of behaviour
- Ensure the school's approach to behaviour maintains a high standard
- Visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy
- Provide thorough staff induction, development and support including regular training for staff on behaviour.

Adults will:

- model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and children;
- not tolerate disruptive behaviour and proportionate action is taken to restore acceptable standards of behaviour
- be visibly consistent in approaches using the behaviour support steps – not walking by;
- benefit from a calm and secure environment in which to teach effectively;
- use Core Values and restorative language to support good behaviour for learning;
- build positive relationships with the whole school community – discussing any issues with parents and carers in a timely manner;
- consider the reasons why behaviours are being displayed- (See Appendix 4- Possible Communication).
- use Class Learning Forums to promote positive behaviour for learning.

Parents and Carers will:

- be fully informed about and support the school's ethos, Core Values and the Behaviour for Learning policy;
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's Core Values;
- be confident that their child is developing personally, socially and academically;
- keep the school informed of any significant events that may affect their child in school;
- support the school in developing appropriate behaviour for the age and stage of the child;
- remain vigilant regarding the use of Social Media and Communication Technology.

BEHAVIOUR EXPECTATIONS

Response to Good Behaviour/Learning

- Verbal praise and positive comments and smiling at learners: praise and positive comments will be given readily, making specific comments on good behaviour using the 'values language'.

- Core Value stickers to be awarded to the learner, e.g. *ask me how I have shown responsibility*. Example of reason given: *"You worked hard when editing your writing."* When an adult sees a child with this sticker, congratulate them and ask why they received it.
- A Recognition Board will be in each classroom; learners will put their names on this board daily when they have demonstrated the Core Values. The aim will be for every learner to have their name on the board; any learner whose name appears on all 4 Core Values at the end of the day receive a dojo. Names cannot be removed once they have been added to the board.
- Each week the class teacher will select a Core Value or identify positive attitudes to learning, and one chosen learners will receive a 'Star of the Week' certificate in assembly on Friday.
- Learners who have shown progress comparable to their own starting point in a piece of learning will be sent to another member of staff or the Headteacher for rewards and praise.
- Dojos are earned for learners demonstrating the Core Values and making positive contributions to their learning. These will be reported home in the form of Bronze (30), Silver (60), Gold (100), Platinum (150), Ruby (200) Sapphire (250) Emerald (300) certificates- Saved [X:\Certificates](#)
- Whole Class Reward: learners can work towards class dojo rewards linked to Core Values and Behaviour Expectations This will be displayed in the classroom and shared with all adults working with the learners so they are able to contribute towards this.

Response to Inappropriate Behaviour

On occasions, where a learner finds it difficult to follow our Core Values and positive attitudes and behaviour expectations, adults will:

- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing;
- establish the facts and be non-judgemental;
- remember that quiet, personal, explicit conversations are essential as opposed to general criticism of whole groups;
- provide learners with the opportunity to make amends – repair and restore.

Where necessary, individual learners may need to have personalised behaviour plan, which would be set up in conjunction with the class teacher and Inclusion Manager or other Senior Leader. This will be communicated to parents in the form of a face-to-face meeting.

**Remember - It is the behaviour which is unacceptable – not the child.
Consider the deed not the perceived reputation of the child.**

The behaviour steps that were constructed through feedback from staff and pupils means that there is a slight variation between Key Stage 1 and Key Stage 2. These steps are to be displayed in the classroom and referred to by all adults.

KS1	Steps	Actions
1	Reminder	Minimal acknowledgement of behaviour, eye contact, facial expression, reminder of the Core Values delivered privately, wherever possible and verbal use of the words 'this is your reminder'
2	Last chance to change behaviour	Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so, and refer to previous examples of good behaviour. Use the 30 second intervention comments. <i>I noticed that you are...(having trouble getting started/struggling to get going/struggling with playing kindly).</i> <i>The expected behaviour you have not shown is...(be kind and loving/be the best you can be/be respectful to everyone and everything).</i> <i>You have chosen to (move to another seat/catch up with your work later).</i> <i>Do you remember last week when you...(got that positive note/received Gold/did that fantastic learning).</i> <i>That is who I need to see today...</i> <i>You need to...</i> <i>I expect...(to see your table tidy in 2 minutes)</i> <i>I know you will...</i> <i>Thank you for...(give them take up time)</i>
3	'Time in' to reflect and repair in the classroom	'Time in' will be a short time at an appropriate place inside the room, in a thinking space or at the side of the playground. It is a few minutes for the learner to calm down, breathe, look at the situation from a different perspective and compose themselves – it should be short. (e.g. Zones of Regulation- bringing themselves back to green) And if ready the child can apologise- this is not to be pushed if the child is still dysregulated and not ready.
4	'Time in' with a senior leader to reflect and repair.	At this point either a card is sent to the office or the child, if old enough and regulated enough, can be sent to the office who will then locate a senior leader. They will be sent with the learning that they are doing and they will complete a 'reflect and repair sheet' Appendix 3 There will be communication between the member of staff who has sent the child and the senior leader to determine how long the child will be having 'time in' for. The senior leader will also support with any repair work at this point.
5	Internal isolation	A senior leader will determine the next steps if this stage is reached taking into account what has led up to the behaviour, any behaviour plans that are in place for the child and which external agencies, if any, are supporting the child and or family.
6	Parents called to help calm	A senior leader will determine the next steps if this stage is reached taking into account what has led up to the behaviour, any behaviour plans that are in place for the child and which external agencies, if any, are supporting the child and or family.
7	Suspension	A senior leader will determine the next steps if this stage is reached taking into account what has led up to the behaviour, any behaviour plans that are in place for the child and which external agencies, if any, are supporting the child and or family.

The Key Stage 2 steps follow in the same way, with the exception of the 'time in to reflect and repair' stage removed. It is deemed that after a reminder and last chance the child will have either altered their behaviour or need 'time in' with a senior leader.

The aforementioned rewards, behaviour expectations and sanctions will be enough for the majority of children. However, should it be necessary, the following sanctions will be applied:

Internal Isolation

If a learner fails to engage in learning in their reflection time, or has committed a serious offence in school, the Senior Leadership Team may choose to impose an internal isolation. This would be a half-day session away from their class and playtimes. The learner would carry out their learning during this time and be given a break time at a different time to the other learners. They will also complete a reflection sheet (**see Appendix 3**). The parents/carers would be informed by a member of SLT by the sending of a letter home (**see Appendix 1**). The incident would be logged on the learner's electronic file (CPOMS).

Suspension

A suspension will be given under the following circumstances (refer to the most up-to-date Department for Education Exclusion Guidance 2017). The DfE and West Sussex LA's Guidance on suspension must be read carefully and followed precisely, before such a step is considered.

Suspension will only be used:

1. where a child commits an offence for which no other consequence could be deemed severe enough;
2. As a result of persistent and repeated misbehaviour, which has not improved, despite previous sanctions and parents/carers have been alerted to a possible suspension.

For further information, see DfE Guidance.

Any suspension will be regarded as a final resort and only the Headteacher can make the final decision to exclude a learner. This will be after looking at the facts and checking that the Behaviour for Learning policy has been correctly adhered to. At all times, a senior member of staff is available to support the child and adult, when required, and contact parents/carers, when required. Where appropriate, a child may be sent straight to the Deputy Head or Headteacher, if the incident is serious enough.

How a dispute is dealt with

If a dispute happens, we will deal with this with:

Care: it should be widely accepted and applied that all children have the right to a hearing, to tell their 'truth', regardless of their mistakes or misdemeanours as hearing 'learner voice' is fundamental.

Consistency: all staff must accept responsibility for maintaining good behaviour throughout the school, and must model the types of behaviour encouraged by the school policy.

Focus on repairing harm, rather than punishment

Using restorative questioning/debrief:

- What happened?
- What were you feeling/thinking at the time?
- What do you think/feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and others?
- Which Core Value/Behaviour Expectation has not been followed?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

These questions are always neutral and non-judgemental; they are about a child's behaviour and its effect on others. It should also be noted that for some children, these questions will need to be asked when they are calmer and therefore not necessarily at the time of the dispute. It should be noted that 'Why' questions should not be used. It is the responsibility of the adult initially dealing with the incident to organise who will be carrying out the restorative questioning/debrief.

In situations where a learner refuses to admit not following our Core Values and Behaviour Expectations, an investigation will take place to ascertain witnesses' accounts. A decision of a sanction will be made on a balance of probabilities. It does not need to be as in a Court of Law.

When deciding on a sanction, the adult should apply the 'balance of probabilities' standard of proof; i.e. whether it is more likely than not that the learner did what he/she is accused of doing (this is not the same as requiring the criminal standard of 'beyond reasonable doubt' to be applied). *Department of Education*

Learner's conduct outside the school gates

There may be an occasion when the school would need to be involved in response to an incident which has occurred outside school. Some examples are:

1. Misconduct when a learner is:
 - travelling to or from school;
 - wearing school uniform;

- in some other way identifiable as a learner at the school.

Or

2. Misconduct at any time that:

- could have repercussions for the orderly running of the school;
- poses a threat to another learner (e.g. cyber-bullying) or member of the public;
- could adversely affect the reputation of the school.

Mobile Phones

We understand that as part of growing up and gaining independence, some Year 6 children like to walk home by themselves or with friends after school. If a child is walking to or home from school, they may bring a mobile phone in to school if they wish. This will be stored in the classroom and returned to them at the end of the school day in line with our acceptable use policy. If it is reported that a child has not handed in their mobile phone or they have been witnessed using their phone in the school day, a member of staff may search their bag. In circumstances where there may be inappropriate content on the devices, a member of staff may request to view the content of the mobile phone. Parents will always be informed if this action has been taken.

Banned items

Apple Watches or similar devices that are able to send and receive messages or take photographs are not permitted in school. These items will be removed and returned to parents if brought into school.

CONFISCATION OF UNSUITABLE ITEMS

Searching, screening and confiscation at school (DfE September 2022)

KEY POINTS:

Searching

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
2. Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.
3. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images

Any data or files that are believed to be illegal must be passed to the police as soon as is practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's Behaviour for Learning policy.

Confiscation

School staff can seize any prohibited item found, as the result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school behaviour expectations.

Bullying

Please see our separate Anti-Bullying policy.

Safeguarding and Child Protection

Please see our separate Safeguarding and Child Protection policy.

When considering the behaviour of learners, especially negative behaviour, all staff will pay due regard and attention to safeguarding and child protection procedures, and the fact that behaviour is often used by learners as a communication tool. It should not be assumed that negative behaviour is always associated with safeguarding or child protection concerns, but for the safety and interest of the child, it must be considered. Any staff concerned that a learner's behaviour may be resulting from safeguarding or a child protection issue must log and discuss the issue or concern with the Designated or Deputy Designated Safeguarding Lead.

Use of Reasonable Force

Please see our separate Positive Handling policy.

Positive Handling should be limited to emergency situations and used only as a last resort. 'Use of reasonable force advice for Headteachers, staff and Governing Bodies' July 2013 allows teachers and other members of staff authorised by the Headteacher, to use such force as is

reasonable, in circumstances where the learner may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others, or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off-site activities. Monitoring, evaluation and review the implementation of this policy is reviewed termly by the Governing Body, through reports from the Headteacher.

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful **or in an emergency situation.**

APPENDIX 1

INTERNAL ISOLATION

DATE

ADDRESS

Dear

I am writing to inform you that CHILD'S NAME had an internal isolation this morning/afternoon for REASON

I would be grateful if you could talk to your child to discuss our Core Values and strategies that they can use to make sure they are following them.

If you would like to discuss the matter further, please could you contact CHILD'S NAME class teacher, who would be happy to help you.

Yours sincerely

Appendix 3

REFLECT AND REPAIR SHEET

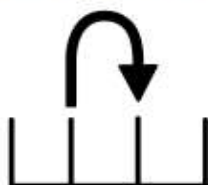
This sheet should be used as outlined in our behaviour policy to assist in the process of reflection and repair. It must be completed through a conversation with the child. The adult leading the conversation will scribe. The child be given opportunity to calm before the conversation – use the blue boxes to plan this time together.

Name:	Class	Date:
Now... we will reflect and repair (when ready co-regulate first). We can have breaks if they are needed.	Next (adult to choose transition activity)...until this is an opportunity to do an activity to further calm. For example: sorting, walking, listening to calming music.	Then once you are feeling calm you can go back to your learning in the classroom.

REFLECT		
What happened? ? made silly noises shouted at someone rude to someone walked off scribbled on work threw something tore something broke something swore at someone hurt someone made a mess ? something else	What were you thinking or feeling? worried fidgety confused angry frustrated scared excited mad silly distracted out of control fizzy giggly anxious not okay something else	? Who has been affected? Me A friend A teacher A T.A. My mum My dad My family My class My friends Someone else's family An adult Someone else

REPAIR:

Next time I
could ...



Talk to a
teacher



Ask for a
brain break



Fiddle with
something



Count to 10



Talk to
someone



Take deep
breaths



Play with
someone else



Sit next to
someone else



Go for a
walk



Make a
change



Think about
the zones



Something
else



What are you
thinking or
feeling now?



sad



sorry



guilty



ashamed



unsure



scared



okay



tired



calm



better



fizzy



something
else

What needs to
happen to put it
right?



write it
down



write a
letter



talk with
someone



say sorry to
someone



time to
reflect



draw



fix
something



make a
plan



make a
change



zones
toolkit



tidy up



something
else

Which core values do you need to think about or show?

Responsibility:

make good choices
because your
actions matter

Respect:

value everyone
and everything in
how you listen,
speak and in what
you do

Compassion:

show care and
understanding for
everyone

Courage:

be brave; believe
you can

How could the Zones of Regulation help?



Refer back to Now, Next and Then at the top as a reminder.

Signature (pupil):

Signature (adult):

POSSIBLE COMMUNICATION FOR BEHAVIOUR		
I feel	I need	I can't explain
I feel rubbish or stupid I feel anxious or frightened I feel sad I feel threatened I feel angry I feel something is unfair and don't know how to tell you I don't feel safe I don't know how I feel	I need to escape I need to protect myself I need to be in control to feel safe I need you to attend to me all the time, so I can feel safe and loved	This reminds me of something frightening from my past/lived experiences This is the only way I know to make you like me/give me attention I don't have the skills to do what you're expecting of me I can't cope with my difficult feelings I don't trust you yet The only person I can rely on is myself This situation is overwhelming for me

This is not an exhaustive list but it is important to remember that all behaviour is a form of communication and that by using the therapeutic approach we are able to unpick and support the child with the root of the problem which reduces the likelihood of it becoming a barrier to their learning again.