

Behaviour for Learning Policy

Revised September 2023

This policy should be read in conjunction with the University of Brighton Academies Trust Physical contact guidance Policy - <https://resources.finalsite.net/images/v1668097768/brightonacademiestrustorguk/takyzmfw9kqxq9v0vku/PolicyB2PhysicalcontactguidanceNov2022FINAL.pdf>

This policy must be read in conjunction with the Robsack Wood Primary Academy Preventing Bullying Policy, which outlines specific information about strategies to prevent bullying and support our pupils. This is in relation to the below guidance outlined in pg. 7, paragraph 13. Keeping children safe in education 2023 (publishing.service.gov.uk)

At Robsack Wood Primary Academy we believe that positive and effective behaviour management is of the highest priority. All classes follow one academy policy, ensuring continuity and a sense of fairness throughout the academy. The overarching purpose of our Behaviour for Learning Policy is to ensure that at Robsack Wood, we support our pupils to develop the pro-social and pro-learning skills they need to be successful at Robsack Wood and into the future.

High Expectations

We uphold high expectations of our pupils and our adults and therefore we expect the following:

- To show good manners and greet each other and adults appropriately using please, thank you, excuse me and apologies where appropriate.
- To seek eye contact where possible, when speaking and respond appropriately in conversation e.g., saying good morning when they are spoken to etc. We are aware this can be difficult for some pupils.
- To greet people appropriately e.g., using their name and to hold doors open for others, moving around the academy quietly and in an orderly fashion (on the left-hand side), walking with their hands out of their pockets.
- To take pride in their learning including completing their home learning.
- To show acceptance of others, respect and kindness for others.
- To develop an independent and responsible attitude to learning, organising themselves appropriately for learning, trying hard to achieve their potential.
- To take pride in their appearance and wear academy uniform. We expect t-shirts to be tucked in during lesson time or when moving throughout the academy and for sleeves to be rolled down.
- To do as they are asked.
- To put up their hand before speaking in class and to remain in their seats unless they have permission.
- To show respect for property and resources.
- To be respectful when others are speaking and not drink from their water bottles when others are speaking.
- To wear a class permission band to show that permission has been given by an adult to leave the classroom for any reason unless with the whole class or an adult.

Pupil involvement

We believe pupil involvement is key to secure pupil buy-in. We therefore begin each academic year by deciding and agreeing charters and procedures with pupils as a collaborative exercise. This will be revisited throughout the academy year as required.

The process of agreeing class charters is as follows:

- Each class contributes, by first agreeing the behaviours which would ensure every member feels safe, happy and can learn (under pro-social and pro-learning behaviours).
- These lists will be displayed on our empowerment display and each class will have the opportunity to look at what they have in common and any differences.
- The final class charters will be signed by all pupils and displayed in each classroom, along with photographs of academy pupils showing the different positive behaviours.

Agreeing Expectations

Expectations for behaviour will always focus on what needs to be in place for every pupil at the academy:

- a) Feel safe
- b) Feel happy and good about themselves
- c) Be able to learn at their best

Pro-learning and pro-social skills will be defined by pupils when they create their class charters, but some examples of behaviours that are pro-learning and pro-social are as follows:

Pro-social skills	Pro-learning skills
<ol style="list-style-type: none"> 1. Respond calmly when things go wrong. 2. Talk to others in a kind way which helps them to feel good about themselves. 3. Ask for permission before I touch someone else, e.g. “<i>Can I put my arm around your shoulder?</i>” 4. Listen to others and work hard at really understanding their point of view. 5. Take turns in games and share equipment fairly. 6. Look after other people’s and the academy’s equipment and resources with care. 7. Solve problems in a way that means everybody’s needs are met. 	<ol style="list-style-type: none"> 1. Move my body in a way that fits the activity (e.g., calm and quiet in assembly; fast and energetic in a game of basketball). 2. Keep my voice at a volume that fits the activity (e.g., whispering the library; clear and loud when sharing ideas with the whole class). 3. Take turns to speak. 4. Listen carefully when others speak. 5. Keep my attention on the learning we are doing. 6. Move and speak in a way that helps people around me learn at their best.

In addition, all members of the academy community are expected to behave in accordance with our academy values: **kindness**, **respect**, **honesty**, **courage** and **determination**, and to model the courtesy and good manners that we feel are vital to our community.

Consequences:

We believe that the consequences of keeping and not keeping to each expectation on the charter should be focused first on the **natural impact** i.e. If we are kind and calm in how we respond to others, they will feel safe. If we respond unkindly and aggressively, others will feel unsafe and may feel scared. There is also an impact on the individual as well.

The reason for this is that a focus on the natural impact supports the development of:

- emotional intelligence
- empathy
- a moral compass
- intrinsic motivation to do the right thing

If consequences are focused on the rewards pupils will get or the punishments they will suffer, it leads to pupils:

- Thinking about what’s in it for themselves rather than developing social and emotional intelligence
- Doing things because they think they may be seen or get caught rather than developing a strong moral compass
- Becoming dependent on authority rather than developing the independence to think through the right thing to do for the well-being of themselves and others
- Relying on extrinsic motivation rather than feeling motivated internally to make moral decisions

We believe that internal motivation, independence and a clear moral compass are crucial for pupils’ futures; by building these early, they will be better equipped to avoid the common pressures experienced in teenage hood and beyond which lead to substance abuse, risky behaviours and crime. Any consequences put in place for a child will be protective and / or educational to build up the pupil’s skill set and understanding.

Should expectations be the same for everyone?

Yes, we believe it is important for everyone to feel safe, happy and to be able to learn at their best. This will only happen if every person in the class (including adults) keep to the charter; however, we also believe that some pupils will need adjustments, additional support and scaffolds to ensure they can succeed.

Will everyone find it easy?

No, we know from neuroscience that some pupils in the class will find this genuinely more difficult. This is because their neural pathways haven't yet developed in the areas of the brain needed for these **'Executive Function skills'**.

What are Executive Function Skills?

Executive Function skills include:

- Working Memory
- Attention control
- Impulse Control
- Self-regulation - managing energy and emotions.
- Cognitive Flexibility – being able to think of different solutions
- Processing Speed

Why do some pupils not show good executive function skills?

1. **Difficult life experiences** have meant that the neural pathways in the area of the brain responsible for executive function skills have not developed well.
2. **They have a neurodiverse cognitive profile** (e.g., autism, ADHD, dyslexia, DCD, dyscalculia) in which some areas of executive function do not develop in the same way.
3. **They have experienced adverse childhood experiences** and this has led to 'toxic stress' (during which regions of the brain, including those in charge of executive function, become less active).

What difference do Executive Function Skills make?

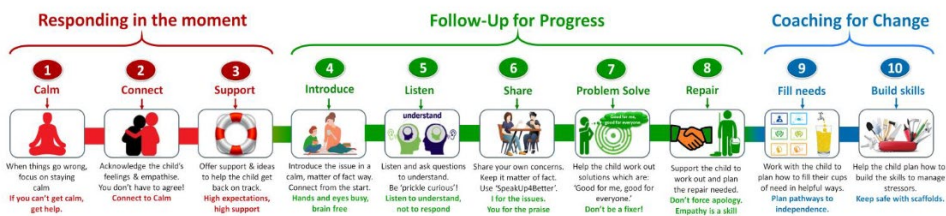
If developed well, these skills help a pupil to keep to expectations mapped in the charter: to respond calmly, listen, take turns and keep focused on a task. If not developed well, pupils will need additional scaffolds, adjustments and support from adults and other pupils in the class.

What do we expect all staff to do when pupils haven't yet developed good executive function skills?

First, staff should 'prepare for pupils to do well'. This means making sure the classroom environment reduces stressors and help pupils to learn at their best and manage their difficulties successfully. Providing learning and environmental scaffolds such as writing frames, sensory cushions, ear defenders and micro-environments can make a huge difference.

What happens then if someone still doesn't manage to keep to a part of the class charter?

If a pupil still does not manage to keep to expectations, the member of staff should follow the **'10 Point Response Plan'**.



Why?

We know from neuroscience that when pupils deregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving are blocked. This means the priority is to regulate the pupil; this will only work by showing empathy and support – even when a pupil has done things we do not agree with. Showing support and empathy does not mean we have to condone the action. We also know that responsive, positive relationships are crucial to long term well-being and success. When pupils feel bad and identify as 'bad', their responses can worsen into a spiral; pupils can become trapped in the 'punishment cycle'. It is therefore crucial that adults **always** respond calmly and supportively so that a pupil's self-concept is protected.

However, we recognise that maintaining high expectations in a class is crucial; it is therefore vital that there remains a consistently tight focus on the importance of pro-social and pro-learning skills. When a pupil doesn't meet expectations, the adult should make sure other pupils know that these are so important that the pupils who aren't managing them will be given lots of extra help, just like someone in reading might receive if they are struggling.

Restorative Justice Techniques

The pupil is also supported to empathise with the needs of others and think through what needs to happen to address any negative impact their actions may have had on others.

What makes our behaviour management strategy different?

Much of **what** happens will be the same; it is **how** it happens and the **intentions** and **focus** behind the adult actions that will be different.

a) Supportive Intentions

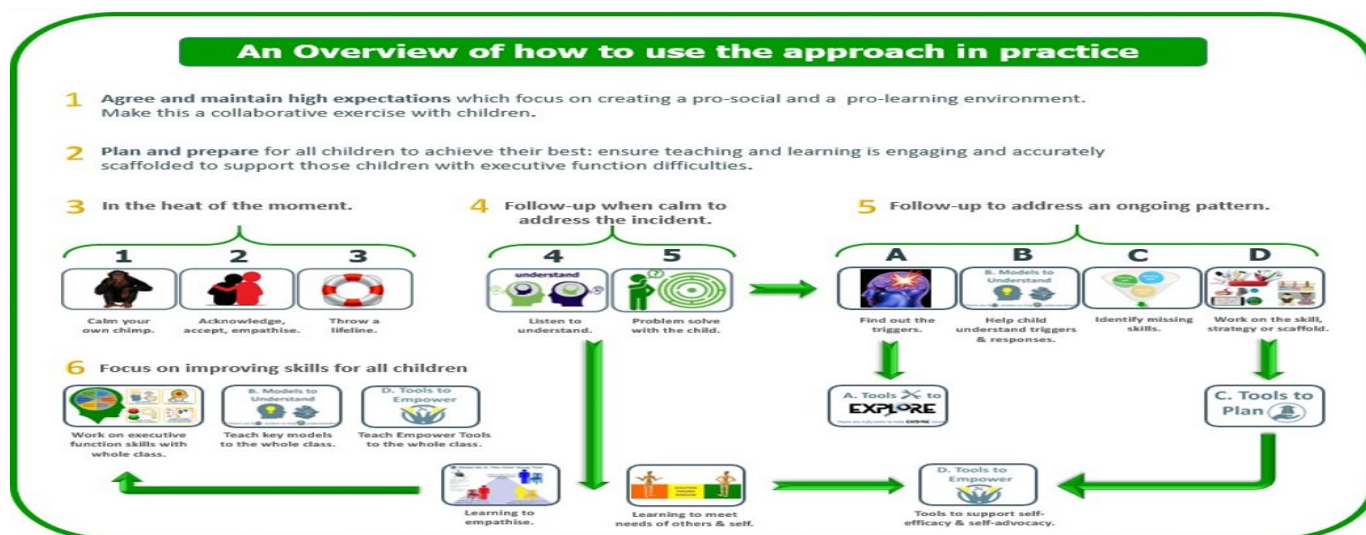
When a pupil isn't managing, the 10 Point Response will be used to help get them back on track and they will be reminded of the needs of the adult and others in the class. The focus will be on regulation, protecting self-esteem, developing emotional intelligence and collaborative problem-solving. If a pupil's actions are stopping others from learning or putting others at risk, of course it isn't appropriate for the pupil to remain in the class. However, **how** this is communicated will be very different – it will be in a supportive and calm manner emphasising that the adult needs to help the pupil find a place to be where they and others around them can feel good and successful. **The intention will be to secure the best achievement for all pupils – the pupil and the rest of the class.**

b) A Skills Focus

This approach is also far more concerned and rigorous about pupils making progress in the skills that are preventing them from meeting the learning charter in the first place. This differs from traditional behaviour policies that assume sanctions alone will help pupils to make progress.

What happens if this 10 Point Response Plan doesn't work and a pupil continues to fail to meet expectations on the charter?

Every pupil deserves to feel safe, happy and be able to learn. It is therefore vital that, if a pupil in the class is putting this at risk, the right support is put in place so that other pupils are protected. If use of the a) 10 Point Response Plan b) work on the missing skills and c) scaffolds and adjustments to help whilst these are still developing isn't proving sufficient, it may be the pupil needs different provision whilst they develop the necessary skills. This might be an alternative timetable with shorter sessions in class for tasks in which they are able to achieve well along with sessions within the Nurture provision to practise key executive function skills; it might also include working within other contexts in the academy, such as in an alternative classroom or space where the pupil can build confidence and skills. In all contexts, the specific skills which will be a focus to build should be explicit, decided with the pupil and progress tracked.



What will happen when a pupil is not keeping to expectations?

Stage 1	Calm, Connect, Support
Stage 2	Informal Follow up (appropriate for un-social behaviour) – this does not need to be recorded on CPOMS. Follow up with collaborative problem solving – follow-up is crucial, without it, pupils won't make progress. Follow up will initially take place with the adult who deployed the Ten Point Response Plan and this follow up will take place on the spot. Three informal follow ups may be deployed before moving to stage 3. For anti-social behaviours (see below), a pupil may progress straight to Stage 3.
The pupil should be offered the chance to take time to reflect on their behaviour. This should happen in the allocated Safe Space for that class.	
Stage 3	Formal follow up – during lunch or break time (where informal follow up has not been sufficient to change behaviour or behaviour is having impact on learning of other pupils - record this on CPOMS showing follow up to the original incident. If a second follow up is required, this will take place with the adult who deployed the Ten Point Response Plan, class teacher and the team leader. Where the team leader is not available, another leader will support. A member of the inclusion team will be timetabled to support this process.
The pupil should be offered the chance to take time to reflect on their behaviour. This should happen in the allocated Safe Space for that class.	
Stage 4	Formal follow up – may be during lunch time or after school to facilitate parents/carers joining If a third follow up is required, this will take place with the adult who deployed the Ten Point Response Plan and a member of LT (Leadership Team). Parents will be invited to join this meeting. At this point, an individual behaviour plan may be deemed appropriate.
Stage 5	Individual Behaviour Plan If a pupil is demonstrating a pattern of not meeting expectations; the pupil will need an Individual Behaviour Plan completed, which will be developed in conjunction by a member of SLT (Senior Leadership Team). The pupil's Individual Behaviour Plan will ensure that appropriate adjustments and scaffolds are put in place to support pupils to: <ul style="list-style-type: none"> • Become more aware of their triggers • Develop strategies for managing triggers and emotions and self-regulation • Make progress in lagging Executive Function Skills • The positive steps the child has made towards managing stressors and triggers.
Stage 6	Alternative Provision Alternative provision arrangements may need to be made whilst skills to manage in the academy environment are being developed. This may mean that a pupil works within another setting (another space within the academy; an individual designated workspace; or in some cases within another academy).

Un-social behaviours - behaviour that impacts learning of self but can be corrected swiftly	Anti-social behaviours (difficult) – behaviour that begins to impact learning of others	Anti-social behaviours (dangerous) – behaviour that impacts safety
Pupil needs reminding to demonstrate pro-learning behaviours Pupil needs reminding to stay on task	Pupil's behaviour begins to impact the learning of others in the classroom Pupil is not demonstrating pro-social or pro-learning behaviours despite being reminded Pupil needs reminding to follow instructions Use of inappropriate language (where no swearing or derogatory terms are used)	Physical aggression towards other pupils or staff Absconding from the academy site Pupil is non-compliant with adult instructions leading to risk

All adults are responsible for ensuring that the behaviour management strategies used are appropriate and that at no point corporal punishment is threatened or used.

Exclusion and Suspension

As a last resort, when a pupil's behaviour is extremely non-compliant, the Executive Principal may make the decision to issue a suspension or exclusion. Please see University of Brighton Academies Trust Exclusion Policy for further guidance.

Offsite Behaviour Management

Teachers have the authority to discipline pupils for misbehaving outside of the academy premises, as detailed in the DfE (Department for Education) document 'Behaviour in schools: advice for head teachers and school staff 2022.' Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in an academy-organised or academy-related activity or visit
- Travelling to or from the academy
- Wearing academy uniform
- Identifiable as a pupil at the academy
- Demonstrating behaviour that could have adverse repercussions for the academy

- Posing a threat to a pupil or member of the public
- Behaving in a way that could adversely affect the reputation of the academy

Searching and Screening

The law allows academy staff to search a pupil for any item if the pupil agrees. The Executive Principal or other member of the Senior Leadership Team have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. In the event of needed to search a pupil and/or confiscate an item the Academy follows the guidance as outlined in the Department for Education publication ‘Searching, screening and confiscation’ which was last updated in July 2022. [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Consequences will be put in place for any pupils who misbehave off the academy premises when meeting the above conditions. These consequences would be determined, in conjunction with the pupil and the parent, and would be dependent on the level of seriousness of the misbehaviour demonstrated.

The University of Brighton Academies Trust take seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our academy to identify, assess, and support those pupils who are suffering harm. Due regard is given to the Equality Act 2010 in the implementation of this policy and the additional policies it contains.

All staff members believe that our academy should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual pupil.

Policy Status and Review

Written by:	Executive Principal
Review date:	Review Sept 2024

Appendix 1

Recognition of Pupils

We believe that pupils should develop intrinsic motivation to develop pro-social and pro-learning behaviours; however, we also believe in recognising pupils’ achievement and helping them to remember times they have been successful, or made good progress. The language we use around recognition is important. We emphasise that good decisions help pupils to develop their positive brain circuitry and that positive neural circuits can be developed and strengthened through practising making good decisions. We recognise pupils’ successes in the following ways:

Recognition Award – This is a weekly recognition of an individual pupils’ achievement in the academy and should be linked to pro-social and pro-learning behaviours and to our academy values. Recognition should be significant and specific so that the award maintains its value. These are awarded in Friday assembly. Recognition Awards should only be awarded for learning or value-based achievements, when pupils demonstrate **consistently** high standards of conduct or have made exceptional progress in their pro-social and pro-learning behaviours. Class Teachers should nominate up to two pupils per week to receive the award. Pupils who receive a Recognition Award will be displayed on the board in the entrance hall so they remember their success.

Robsack Wood Role Model Recognition Award - This is a termly reward for pupils who have consistently demonstrated pro-social and pro-learning behaviours as well as the academy values throughout the term. They are selected by class teachers although all adults are free to make suggestions. Pupils who receive a Role Model Recognition Award will be displayed on the board in the entrance hall so they remember their successful term. The pupils will be given a gold star to wear on their uniform to celebrate this success.

Whole Class Recognition – This celebrates the achievements of the class as a whole and represent how the class is working together to promote pro-social and pro-learning behaviours. The class earn warm fuzzies, which are collected in a jar. When the jar is full, the class have a pre- selected recognition time e.g., class party, DVD, craft activities etc. We encourage each class to complete a warm fuzzy jar quickly at the beginning of each academic year i.e., first 2 weeks, so that pupils understand that they can be successful together. After this, every term would be a sensible guide. In line with our food policy, rewards of any form should not be linked to food. We would expect that class teachers notify parents, in writing, in advance of any class treats.

Individual Recognition Stickers – These celebrate each individual pupils’ development and practice of pro-social and pro-learning behaviours. The pupils receive individual stickers which are placed on the pupils’ jumpers, and the adult giving the stickers explains to the pupil what the sticker is in recognition of. Class Teachers should ensure that these stickers are highly valued and not just given out for insignificant achievements.

Team Points – Table groups can earn points for pro-social and pro-learning behaviours in a group work context. Point charts are displayed visually in the classrooms so pupils can keep track of their positive team work. Points are added throughout the day and totalled at the end of the week. The winning team then earns a reward such as a prize or an activity such as going out to play a game with their friends, visiting the animals etc.

Recognition Postcards – Where a pupil has made a significant contribution (either over time, or a significant one off) or has made exceptional progress with their pro-social or pro-learning behaviours, this will be recognised in a postcard, sent to the pupil's home address. The postcard will always contain a meaningful explanation of why it has been sent.