



Langley Mill Church of England (Controlled) Infant School and Nursery



BEHAVIOUR POLICY

Always our best for God, each other and ourselves.

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Written / Reviewed by	Date	Changes Made		New Policy/Version		Next Review Date
Suzanne Gardner	January 2025	Yes	No	Yes	No	January 2026

Behaviour Policy

***“Too often we forget that discipline really means to teach, not to punish.
A disciple is a student, not a recipient of behavioural consequences.”***

Dr. Dan J. Siegel

1) Vision statement

Langley Mill Church of England Infant School and Nursery has a holistic approach to education, valuing all learning in and out of the classroom. We are an Attachment Aware School (AAS) which means we focus on building positive relationships between children and staff and children with their peers.

Underpinning the behaviour policy is the belief that everyone can learn to self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real world”.

2) Policy Statement

This policy is based on Guidance provided by Derbyshire Local Authority, Derbyshire Virtual School, Derbyshire Educational Psychology Service and Brighton and Hove City Council. It has included input from staff, representatives from the governing body, parents, carers and pupils.

3) Policy Scope

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school. It provides guidelines and procedures as to how our school supports and responds to behaviour.

4) Introduction

The Department for Education (DfE) guidance for headteachers and school staff of maintained schools, outlines the statutory duty to develop a behaviour policy. This DfE guidance is largely based on a behaviourist approach.

“Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions”

(DfE, Behaviour and discipline in schools: Advice for headteachers and school staff (Published July 2013; last updated January 2016)

Although behaviourist approaches can work for the majority of children, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as children in care (CiC), children at the edge of the care system, and children previously in care (PiC), behaviourist

approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

5) Purpose

The purpose of **an Attachment Aware approach to our Behaviour Policy** is to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more humanist, relational and universal approach, which is inclusive for all, and can benefit the whole school community.

The policy has been developed in line with Attachment Aware principles and to ensure that it translates into whole school practice.

6) Aims and objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils, parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. Therefore, the aim of our Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

The policy aims to develop a consistent, whole school approach to including children with social, emotional and mental health (SEMH) needs within the changing context of Local Authority provision **and ensure we take into account their individual needs when dealing with behaviours.**

A key intended outcome of this guidance is also to minimise school exclusions, through implementation of Attachment Aware Approaches. The evidence base on school exclusion states that whilst excluding children with SEMH can relieve pressure on the school, it rarely leads to better outcomes for the child.

7) Policy Links

This Behaviour Policy links to the following other policies we hold in school:

- PSHE
- Anti-bullying (including our Bucket Filling Fillosophy)
- Equality
- Health and Safety
- Positive Behaviour Support (Including Physical Intervention)
- RSE
- Safeguarding
- Online Safety including Cyber-bullying
- De-escalation

8) Roles and Responsibilities

Maintaining good behaviour is the responsibility of **all** staff, governors and parents/carers. We expect our staff and parents/carers to be good role models for our children as we develop their attitudes for all aspects of life.

9) Philosophy and Approach

The policy promotes certain approaches that are consistent with the Attachment Aware Approach e.g. taking a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation, especially following exclusions. It also warns against certain practices that can be emotionally harmful (e.g. public shaming - both verbal and non-verbal - including the use of sad faces against names on classroom boards).

10) Key Premises of our Approach

- **Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).**

- **Behaviour is a form of communication.**

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Emotional and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.

- **Taking a non-judgmental, curious and empathic attitude towards behaviour.**

We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

***“Thinking of a child as behaving badly disposes you to think of punishment.
Thinking of a child as struggling to handle something difficult encourages you to help them
through their distress”***

(from Colebourne Primary School's Behaviour Policy)

- **Putting relationships first.**

This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

- **Maintaining clear boundaries and expectations around behaviour.**

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Rewards and consequences that can follow certain behaviours should be made explicit.

In our school, we use a Bucket Filling 'Fillosophy' to share our expectations and responses to behaviour. We use a range of bucket filling literature and activities to show the children that buckets are filled when they say or do positive things e.g. if they are helpful and kind.

Across school we have Four Langley Mill Foundations: *Aspire, Learn, Respect and Serve*. These were chosen as they underpin our school vision: *'Always our best for God, each other and ourselves'*. Every day we reinforce what these words mean, giving examples of how they relate to our conduct and learning behaviours. This is underpinned with the teaching of Christian values in daily worship.

Each class has a bucket filling ladder used to prompt and reward good behaviours. Examples of bucket filling result in movement up the ladder, with a '3 O'clock Club' reward from the Headteacher if they reach 'outstanding bucket filler'.



Each week, class teachers choose a child in the class who has shown good bucket filling behaviours. The child then receives a plastic bucket with the class mouse to keep in class the following week and a bucket filler certificate to take home during Friday's Celebration Assembly. Staff link the bucket-filling behaviour seen to one of the four Langley Mill Foundations. Parents are invited to join us for our celebration assembly and to see their child receive their certificate.

Bucket Filling Bonanza time has been included in each class' weekly timetable to celebrate all of the good bucket filling behaviours that have been seen by the children during the week. Bucket Filing Bonanza activities are organised by individual teachers with the input and help of the children.

As a school we use dojo points as a reward system that has instant impact in praising positive behaviour in school and parents can see been awarded in real time. The children love to get points that relate to our four foundations and their learning. The children with the most dojos at the end of a week from each class get to come to hot chocolate and chat/story time with the headteacher or another member of SLT. (this remains inclusive as points are given to all children at an appropriate level to their need so ALL children can achieve this reward).

We have a behaviour blueprint that shows the consequences for behaviour that doesn't meet our school expectations. This ensure as a school we use a consistent approach and all adults (staff, parents, visitors) and children have a clear understanding.

We use a 'praise in public, reprimand in private' approach in school. If there are any unwanted behaviours we consistently use the same language (included in our behaviour blueprint) and

allow children time to calm and allow for reflection too. We use restorative approaches to support children.

If unwanted behaviours occur during play and lunchtimes, staff try to resolve issues using Emotion Coaching and restorative practices.

- **Behaviour must always be viewed systemically and within the context of important relationships.**
- **Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH needs.**

"The parent-child connection is the most powerful mental health intervention known to mankind"
(Bessel van der Kolk)

11) Emotion Coaching

Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation.

The following principles are central to Emotion Coaching:

- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009).
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017).
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying – their emotional state. This also involves explicit teaching and modelling.
- Emotion coaching enables children to manage their own behaviour through helping them to:
 - Understand the different emotions they experience.
 - Understand why they occur.
 - Learn how to handle them.

In our school we use a Three Step Approach to Emotion Coaching (Appendix 1):

Step 1 - The adult recognises (names), empathises with and validates the child's feelings.
'Rapport before Reason'

Step 2 - The adult co-regulates and sets acceptable behaviour boundaries.
'Connection before Correction'

Step 3 - The adult **problem-solves** with the child, exploring what feelings gave rise to the behaviour and discussing other potential ways of responding when feeling strong emotions with more positive outcomes.

'Explore and Scaffold'

12) How the school supports staff well-being and reflection

We also recognise the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. To this end, staff have been given a number of strategies to aid their own self-care i.e. training on mental health and well-being, unhelpful thinking strategies to avoid, displays promoting staff mental health and well-being, 'open door policy' of SLT, HT modelling, regular solution circles/staff discussions. The encouragement from the headteacher to 'swap in/swap out' when staff have been dealing with something and may need a break (mentioned as part of the Behaviour Blueprint). There is also support available to staff from the Family Support Worker and the Headteacher.

13) Responses to extreme behaviour difficulties

Additional strategies

Although we try to achieve our expectations of each other in a positive way, there will be times when certain behaviours will require specific consequences for example: Family Support Worker input, direct liaison with parents/carers, reporting to the LA, referral to appropriate outside agencies, creation of individual emotional well-being/behaviour plans, applications for additional funding. This is so that our school community functions effectively, happily and safely. Behaviours that require direct consequences are:

- Bullying (see anti-bullying policy for definitions)
- Verbal attacks on adults or children, including those of a homophobic or racist nature
- Use of foul or abusive language
- Physical attacks on children or adults
- Dangerous behaviour
- Abuse of property

Suspension and Exclusion

If a child is presenting a danger to pupils, staff or property then a member of senior staff needs to be alerted which may result in **fixed-term suspension and/or permanent exclusions**.

- Only the Headteacher has the power to suspend or exclude a child from school.
- The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year.
- The Headteacher may also exclude a pupil permanently.
- It is also possible for the Headteacher to convert fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher suspends or excludes a child, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it

clear to the parents/carers that they can appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

- The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either suspend a child or extend the suspension period made by the Headteacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Physical intervention and restraint

In extreme circumstances, a child may need to be physically restrained. This would only be when the child is in danger of hurting him/herself or endangering other pupils and staff. Governors and staff have agreed that physical restraint will only be used where safety is compromised. A record will be kept of all violent incidents and incidents that have involved physical intervention. See Physical Intervention Policy.

14) Recording and reporting

- Staff maintain individual behaviour logs (i.e. ABC charts) which are kept in individual pupil files. These are uploaded to My Concern and monitored by SLT (including the SENDCo) for any common antecedents/patterns or areas for support in classes and feedback shared with staff.
- Anti-bullying/prejudice related incidents are recorded separately and kept on electronic logs on the staff server.
- Any physical restraints and exclusions are documented according to school/LA policy.
- Behaviours linked to welfare concerns or repetitive behaviours are reported on My Concern to log patterns and to ensure the correct support is put in place.
- All referrals and applications are kept in individual pupil SEND and/or safeguarding files.

They are all monitored by the Headteacher, SLT, Family Support Worker, SENDCO and governors.

Practice and policy review process

There is a continuous (and at least annual) process of review of this Behaviour Policy. This is carried out in an ongoing cycle that involves applying Attachment Aware principles into practice and policy development and review, disseminating through frequent training, reviewing effectiveness/identifying weaknesses and/or lack of clarity and problem-solving to further develop practice.

The governors are responsible for the formal ratification of the policy before it is applied to school life. Governors will be expected to monitor the standards of behaviour throughout the academic year.

Behaviour logs are kept in individual pupil files alongside anti-bullying/prejudice logs, positive handling (restraint) records and exclusion records. They are all monitored by the Headteacher, SLT, SENDCO and governors.