

# Nayland Community Primary School

## Behaviour for Learning Policy 2025/26

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### General Aims

- To help each child to feel happy, safe and secure in the school.
- To encourage children/staff to celebrate their uniqueness and develop respect for each other.
- To help children to develop a social responsibility within the community, as they increase their understanding of the world we live in, so that in future, they will be active, responsible citizens.
- To help children recognise their achievements, uniqueness and to have high aspirations for the future.
- To enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning.

### Behaviour Principles

- Behaviour is a form of communication.
- The emphasis is on belonging and social responsibility.
- An appropriate curriculum and effective teaching engages learners and encourages good behaviour.
- An environment of high challenge and low stress is most conducive to learning and good behaviour.
- Children need access to role models who are aware of and manage their own emotional responses appropriately.
- An emphasis is placed on the use of positive strategies to increase desirable behaviours.
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development.
- Behaviour is learned and therefore amenable to change.
- Some emotions can block learning, while others promote learning. So, learning to recognise and manage emotions can assist learning and help to improve standards.
- Assertiveness is essential, it involves confirming rights and responsibilities with respect to school rules.
- Consequences need to teach the children what to do instead. The focus is on repairing the harm done and using the incident primarily as a teachable moment.
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process.

### Promoting Positive Behaviour

All children are made aware of **The Nayland Code**. This is displayed in every classroom and around school.

- **Listen carefully**
- **Follow instructions**
- **Respect others**
- **Take care of the environment.**

In order to promote positive behaviour:

- Children are encouraged to think about how their behaviour affects others.
- \*Adults' model controlled respectful, verbal and non-verbal behaviours. This is the responsibility of all adults on the school site.
- Lessons are structured to be interesting and appropriately challenging.
- Children are made active partners in their learning with some choice over curriculum content and have opportunities to make choices.
- Children learn in different ways and teachers' planning address children's different learning styles.
- All children are made aware of what is expected of them (success criteria/steps to success) at the beginning of each lesson.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught how to use thinking skills and feelings together to guide their behaviour using taught calming down strategies, problem solving and conflict management techniques.
- Appropriate behaviour is quickly noticed and celebrated.
- Systems for rewarding good behaviour are genuinely celebrated in all areas of the school community. These include: the use of personal contact with parents, star books and star of the week. Praise is warm, labelled, sounds like it is meant and given with smiles and good eye contact.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development. The incorporation of the SEAL curriculum offers a structured, spiral curriculum for developing the social, emotional and behavioural skills of all children.

### **Responding to inappropriate behaviour**

#### **Least to most intrusive consequences...**

We need to plan how to respond to, or divert, children's inappropriate behaviour in order to prevent it escalating into something more disruptive to learning and more difficult to manage. The adult chooses the intervention on the basis of what will be the least intrusive in terms of disrupting the learning and also on the basis of their knowledge of the individual child. What works for one child will not work for all, so adults need a range of interventions on which to draw.

- Non-verbal messages:** e.g. 'The Look', moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc.
- Tactical or planned ignoring:** The teacher decides temporarily not to notice specific behaviour from a specific child. The class will all be aware that the behaviour will be discussed with the child later, at an appropriate time.
- Description of reality:** A simple statement of fact describing the inappropriate behaviour. This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.
- Simple direction:** Clear statement of required behaviour. The use of 'thank you' rather than 'please' is a subtle way of showing that you expect children to do as you have asked.
- Rule reminder:** Restate the relevant rule.
- Question and feedback:** Asking a prompt question to show that you have noticed inappropriate behaviour.  
"What's happening here boys?"
- Expressing disappointment or disapproval, or using positive language to highlight**
- Blocking or assertive statements:** You can use a 'broken record' technique where you repeat the instruction until the child complies. "Jaden, put your pen down.....put your pen down.....Jaden put your pen down, thank you." Or if there is resistance to argument, acknowledging the child's point of view but reiterating your instruction can be effective. "Jaden put your pen down, thank you. I understand that you have not finished but I need you to put your pen down now and listen, then we can talk about when you can finish."

•**Choices and consequences:** Enabling a child to take responsibility for his/her own actions. “Daniel I have asked you to move away from Declan. If you continue to sit there you are choosing to stay in at playtime. It’s your choice.” The adult then moves away to give the child thinking or “take-up time” before using the consequences if they continue to behave inappropriately.

\***Using ‘I’ messages:** For example: “When you keep interrupting I feel really cross because we won’t be able to finish on time. I need you to be quiet and listen carefully. Thank you.”

### **Remember**

- Allow ‘take-up time’ and not require immediate compliance so pupils do not lose face in front of their peers.
- Notice as soon as the child begins to behave appropriately and give positive feedback. “Sam, you’re listening really well” or non-verbally.
- Speak in a calm, controlled voice, not raising the volume, and refuse to be drawn into argument.
- Negotiate an outcome you can live with, such as “Well I’d like to see at least three sentences written by.....”
- Have a quiet word with the child, rather than a public harangue.
- Refer to the behaviour you require rather than what you don’t want.
- Use gentle humour, but not sarcasm.

### **If inappropriate behaviour continues:**

•**Time out:** The child is sent to a quiet area of the room to calm down and think about what they should do. This should always be used with firm calmness by the teacher. If the child continues to behave in an unsafe way, is repeatedly distracting or disrespectful they will be told to go to either another class away from their peers or another member of the staff team is called using the red triangle in the classroom.

•**Involvement of the Senior Leadership Team:** If the child refuses to comply a trusted child will be sent to the leadership team for help who will come promptly. If the child still continues to leave the room the class teacher will escort the rest of the class out of the room to another area. This is in preference to the child having an audience or causing danger for others.

•**Rebuilding and Repairing:** When everyone involved has had an opportunity to calm down, time must be spent on repairing and rebuilding relationships with all those involved. The focus must be restoring any harm done, and using the incident primarily as a “teachable moment.” Use should be made of the key restorative questions.

**To the harmed** ♣What’s happened? ♣What were you thinking at the time? ♣What have you thought about it since? ♣How have you and others been affected? ♣In what way? ♣What do you think needs to be done to make things better/right to help you move on?

**To the harmer** ♣ What’s happened? ♣What were you thinking at the time? ♣What have you thought about it since? ♣Who was affected? ♣How were they affected? ♣What do you think you need to do to make things right?

The child/children should be reminded of the school rules and/or classroom and/or playground expectations and asked how they can put things right. Consequences should be appropriate; they should be natural or logical consequences to fit the act. We need to make it clear that it is something the child has done that is disapproved of and not the child themselves. Consequences must be followed through or we risk teaching children that what we say can be safely ignored.

●**Keeping a child in at break or lunch times:** Teachers have a legal power to put pupils under 18 in detention. Parental consent is not required for keeping children in. Staff must act reasonably. When keeping a child in at break or lunchtimes, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

At Nayland we do not have after school detentions. Teachers should not issue such a sanction where they know that doing so would compromise a pupil's safety.

●**Exclusion:** The head teacher decides whether to exclude a pupil, for a fixed term or permanently taking into account all the circumstances, the evidence available and the need to balance the interest of the pupil against those of the whole school. Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

### **Confiscation of inappropriate items**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment.

2. Power to search without consent for 'prohibited items' including any article that has been or is likely to be used to commit an offence, cause personal injury or harm to others or damage to property or any item which has been banned by the school e.g. mobile phones and devices. (Section 89: Education and Inspections Act)

N.B.: An appropriate adult will be in attendance at all searches.

### **The Use of Reasonable Force**

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the upper arm/elbow through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

●'Reasonable in the circumstances' means using no more force than is needed.

●Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the upper arm/elbow out of a classroom.

●Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

●School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes –to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. We will make reasonable adjustments for disabled children and children with SEN.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment –it is always unlawful to use force as a punishment.

#### **Telling parents when force has been used on their child**

A member of the Senior Leadership Team will speak to parents about serious incidents involving the use of force and consider how best to record the incidents.

In deciding what is a serious incident, teachers should use their professional judgement and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age

#### **What happens if a pupil complains when force is used on them?**

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law –that is, they have used reasonable force in order to prevent injury, damage to property or disorder –this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true –it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. School will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact that can provide support.

The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

As employers, schools and local authorities have a duty of care towards their employees. School will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **Bullying**

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence come first but bullying can also be because of prejudice against particular groups (for example because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties). Consequences will be applied fairly, consistently and reasonably, taking account of any Special Educational Needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. School will involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Please see the school's Anti-Bullying Policy for further information

### **Individual Support**

There will always be a small number of children who, for whatever reason, find that they need additional individualised support with their behaviour, early identification and intervention being essential.

#### **Objective Description**

Class teacher to clarify the problem by asking the "wh" questions...

- What?
- Where?
- With whom?
- When?

Class teacher to:

- Complete an ABC (Antecedents, Behaviour and Consequences) Behaviour Communication sheet.

\*When there have been 3-4 similar incidents or an incident requiring support from the Senior Team has occurred, the class teacher should complete an ABC Analysis Sheet.

A member of the Leadership Team/SENCO can help with this. Consider: what is the communication? Are any needs unmet? (See Maslow's Hierarchy of Needs)

- Discuss the above findings with the SENCO and SLT.
- Sometimes, Solution Circles are an appropriate method for exploring ways forward with individuals.
- Use normal communication channels to keep parents informed with respect to behaviour incidents.

SENCO or member of SLT to organise a parent/carer meeting which involves the class teacher to:

- Identify what skills, strengths or positive elements already exist to enable a way forward.
- Consider needs that are unmet and possible solutions for meeting these needs.
- Initiate target setting and identify support.
- Consider whether or not a Behaviour Support Plan is necessary.

The SENCO will also consider whether the continuing challenging behaviour might be the result of unmet educational or other needs. At this point, the SENCO will consider whether a Common Assessment Form

needs to be completed.

**Monitoring, evaluation and review**

Methods used to monitor and evaluate the effectiveness of the behaviour policy include the following:

- Discussions with learners
- Referrals to SLT
- Feedback from staff
- Lesson observations by SLT
- Feedback from parents
- School council feedback
- External evaluation
- Governor's Meeting