



Context

For children to learn effectively and to be successful in the future, they need to feel safe and to develop the ability to self-regulate and make responsible behaviour choices. Our behaviour policy aims to help children achieve this, and is built on the following foundational principles:

- 1) That effective management of children's behaviour begins with the behaviour of adults, coupled with the relationships they build with the children in their care. At St Ebbe's, all children can expect to experience visible kindness and consistency from their interactions with adults, all of whom have shared responsibility for behaviour management, regardless of their role.
- 2) That adults view behaviour first and foremost as *communication*, seeking to understand *why* a child is behaving in a certain way, and recognising the feelings that have led to it. Behaviour is thus viewed as separate from the person exhibiting it.
- 3) That adults will take a restorative approach in responding to poor behaviour – taking the time to listen to all parties and guide children towards reflection and making amends.
- 4) That expectations for good behaviour and consequences for poor behaviour will be simple, clearly defined, and consistently applied so that learning is not disrupted.
- 5) That school and home must work in partnership to tackle behavioural issues; for children to feel safe at school, they need to know that their parents and carers trust members of staff.
- 6) That children will learn to take responsibility for their own actions and the impact they have on others
- 7) We are committed to equity, inclusion and justice at St. Ebbe's and will do all we can to support children and their families but any behaviours which could interrupt the flow of learning will be responded to swiftly

Policy

The school will use consistent ways of talking about behaviour and self-regulation:

- The school's three rules ("Be Kind, Be Safe, Be Responsible") will underpin all behaviour discussions
- Children will be taught self-regulation through the 'Zones of Regulation' approach
- Children will be taught about personal power through Circle Time and individual discussions
- Incidents will be consistently responded to using Restorative Practise.

Staff:

- Will receive regular, high-quality behaviour training, with regular (at least 3 times per year) opportunities to reflect on behaviour management against this policy and learn from each other.
- Will model self-regulation, responding to poor behaviour with firmness and kindness, while avoiding escalation and power play.
- Will show children respect at all times. Humiliation will form no part of behaviour management.
- Will teach children, through our RSHE curriculum, how to recognise, call out and report incidents of racist abuse, homophobic abuse, gender discrimination or sexual harassment

In order to reinforce good behaviour:

- Positive individual behaviour choices will be noticed and reinforced verbally (through simple 'thankyous') and individual rewards (e.g. stickers)
- Each class will have a whole class reward system to which everyone can contribute, with simple whole class rewards at least once per half term

In responding to poor behaviour, all staff will:



- Use scripts and de-escalation strategies, remaining calm and non-confrontational
- Seek to follow through poor behaviour choices themselves
- Ask a colleague for advice if they are unsure as to a course of action
- Use agreed, scripted responses
- Refer to Individual Behaviour Plans where appropriate
- Use visuals to model clear choices for children
- Follow up with a restorative conversation so that the child has the opportunity to reflect on how to do things differently next time
- Give children a fresh start following a poor choice, and not label them as a result of it
- Send an agreed signal to the nearest member of the Inclusion or School Leadership Team, if a child is behaving in a way that is dangerous or disruptive to learning
- Use 'Reasonable Force', if a child is being unsafe towards themselves or others
- Report incidents of racist abuse, homophobic abuse, gender discrimination or sexual harassment directly and immediately to the headteacher or deputy headteacher
- Record serious incidents on the school tracking system

Responses to poor behavioural choices, depending on the seriousness of the behaviour may include: 'Time to calm down' in another class, loss of play, completion of missed learning at home, internal exclusion, fixed-term or permanent exclusion.

Parents and carers:

- Will be contacted for serious incidents (e.g. intentionally hurting another person verbally or physically). When contacting parents, staff will communicate, without judgement, the unwanted behaviour and do so in a solutions-focused manner. Every effort will be made to ensure conversations with parents are private
- Will be expected to work in a transparent way with the school to identify possible causes of poor behaviour
- Who have concerns about the way their child's behaviour is being managed, should contact the class teacher for clarification

Children

- Will be honest and reflective about incidents they are involved in
- Will try to understand the impact their choices have on others
- Will be open to making amends

How will we know it's working?

- Analysis of incident data in the behavioural tracking system
- Observations of behaviour by Leadership Team and Governor Monitoring Visits
- Analysis of survey data from parents, staff and children
- Staff reflections during 3 x per year planned sessions.

For more information ...

Paul Dix: *When the adults change, everything changes*, Pivotal Education, Family Links, Zones of Regulation
Helpful scripts for staff (full length or abbreviated on lanyards) Maslow

[Use of Reasonable Force in Schools](#)

Behaviour Policy



[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

[Restorative practice in schools | Restorative Justice Council](#)

[School inspection handbook - GOV.UK \(www.gov.uk\)](#)