



 Policy Number CHI6

Behaviour for Learning Policy and Principles

Produced by Childwall Church of England Primary

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Our Mission Statement

“And the child grew and became strong; He was full of wisdom and God’s blessings were upon Him.” (Luke 2:40)

Our Vision

We strive, with God’s grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. Our core Christian values are woven throughout our curriculum and wider school ethos to fully prepare each of our children to achieve the highest holistic outcomes.

Our mission statement, “And the child grew and became strong...” (Luke 2:40) embodies our vision and commitment to equip children with the values, knowledge and tools to enable them to thrive and flourish, embracing both success and challenge, prepared for “life in all its fullness.” (John 10:10)

DOCUMENT STATUS

Version	Date	Action
Version 1	January 2018	Updated and newly formatted policy agreed by Vision & Values Committee and ratified by full governing body 1.3.18
	January 2020	Reviewed by Vision & Values Committee
	September 2020	Appendix 2 – Covid 19 Return to School Variation
	October 2021	Policy updated and combined with Anti-Bullying Policy –discussed and reviewed by Vision & Values Committee
	October 2022	Reviewed by V & V Committee with some amendments
	May 2024	Policy rewritten to reflect our attachment and trauma responsive approach;
Review Period	2 Yearly	
Review Date	May 2026	

1) Statement of Intent

This policy explains our approach to behaviour management and how it helps us make our school a community in which everyone is, and feels, safe, welcome and at home, so children (and adults) can learn, discover, and achieve their potential.

Our proactive approach is based on helping everyone to be and feel safe, building relationships, understanding individual needs and supporting the development of self-regulation skills so everyone can achieve their potential in school. The policy applies to all adults and children in our school, and we ask parents, carers, our community, and other adults involved to support it.

At the heart of our community are the people and the relationships they build. To make our community work, we expect everyone to treat each other with respect, kindness, and compassion.

We know that meeting these expectations can be challenging. To help, we build a culture in which people can talk about how they feel, ask for help, learn from mistakes, put things right and get the support they need to manage their mental health, well-being, feelings and behaviours, so that they become confident, self-regulating adults and positive members of their community, who show tolerance, respect and support for others.

Appendix 1 offers an evidence-informed rationale for our behaviour management approach.

- Every child will understand they have the right to feel safe, valued and respected, to learn free from any form of discrimination
- Our children will be known and valued for who they are, their strengths and their needs and in turn will know themselves. They will feel part of our school community. They will learn, grow, discover and achieve their potential.
- Our children will be supported according to their needs, helped to talk about and develop a better understanding of their emotions and feelings and how to manage them so they can be resilient, confident and positive members of our community.
- Our school will be a happy and safe place, where relationships are strong, needs are met, everyone feels valued and can learn.
- Our parents, carers and community will know that we value and respect them and feel welcomed and included in the life of our school community.
- Our families will work in trusting, respectful partnership with staff and leaders in school to support our approach and help our children to grow.

2) What are the aims of our behaviour for learning policy?

Children and adults will:

- Thrive - be able to learn, discover and achieve their potential;
- Be known - have their potential and achievements recognised;
- Learn - in a way that is interesting, takes into account their developmental stage and builds their confidence;
- Experience an exciting, relevant, accessible curriculum that meets their needs, builds aspirations and enables them to take risks safely;
- Be respected and supported as individuals;
- Through support, understanding and co-regulation from adults, learn to understand themselves, their emotions and behaviours, and learn ways to self-regulate;
- Build healthy and safe relationships and learn how to heal relationships when things go wrong, according to our school ethos and Christian values of forgiveness, compassion, friendship, thankfulness, so they grow as confident and positive members of our community.

3) Our expectations for behaviour:

1. Be ready (to be in school, learn and work with others)
2. Be respectful – to other people, their property and the school environment
3. Be safe – in the way you manage yourself around school and respond to other people
4. Be responsive to all staff working to teach and support you - treat with equal respect, accepting instructions or directions when given and talking calmly with staff to help resolve situations

Agreed behaviours for the Playground:

1. Play together safely and responsibly; look after one another
2. See a teacher/ adult on duty if you have a problem or injury
3. Tackling and rough play are not permitted
4. Only the classes using the astro turf are allowed their class ball/ balls, unless an adult is supervising an organised game
5. Sports equipment from home is not to be used
6. If you bring something into school then you take it home – no swaps allowed during the school day
7. Include everybody who wants to play safely and fairly
8. Stand still and await instructions whenever you hear the bell or whistle
9. Only bring fruit and a drink of water for snacks– no other options should be brought into school for playtimes

4) Relationships and Rewards

Because of our understanding of child development, attachment and trauma, we work through relationships. Within this we recognise the value of rewards and consequences. Rewards and consequences without relationships tend to become bribes or threats and these can have negative consequences, potentially making children vulnerable to manipulation or coercion.

How do we respond to good and great behaviour?

Stickers, celebration walls etc can be useful symbols of our affirmation but they cannot replace it. For some children, getting symbols and tokens can become an end in itself and create dependency and anxiety and this does not help them internalise their own sense of worth. For some children, public praise can be overwhelming. The majority of 'reward' given in school centres around actively noticing and explaining children's achievements in the moment, so they know what they've done right and can do more of it.

In addition, depending upon our understanding of each of our children and their comfort with tangible rewards, positive behaviour might be rewarded with:

- Praise and words of encouragement from teachers and other adults
- Positive verbal or written comments
- Visiting headteacher or other school staff to share achievement
- Sharing with peers
- Stickers
- Notes, email or verbal feedback to parents/carers
- Merit and values certificates
- Headteacher postcards home -staff to nominate
- Responsibilities and roles within school
- Recognition of specified behaviour on values passport

We notice what we want more of, ensuring we communicate what the child did well e.g. not 'good work, two house points' which focuses on the reward currency rather than the reason but, 'You have

coloured that in so carefully and chosen great words for your poem' OR "when Sam was upset you were very kind and helped him.'

We use stickers, certificates, special assemblies etc to celebrate what children have achieved both in and outside school, but we want our children to become resilient and self-regulating, so we do not over-build dependence on external rewards to motivate or encourage behaviour.

5) Consequences - What do we do when things go wrong?

Every child is unique and so when dealing with a particular child our strategy will be tailored to that child as an individual. We will avoid strategies that merely get compliance but do not develop children's self-regulation. Because they work with the fight, flight, freeze, flop part of the brain and switch off higher order thinking skills, children don't internalise a different way of behaving, they simply do what is necessary to survive in that moment.

- We don't use a rigid hierarchy of escalating punishments.
- We don't use threats, bribes, coercion, or humiliation.
- We don't turn it into a power struggle – we are adults and it's not about our egos
- We don't take it personally – even if it feels personal. Staff are supported to recognise the feelings that their work brings up for them, particularly when they are supporting young people who are struggling with their behaviour.

We aim to respond in a way designed to help the child to learn to self-regulate, manage the underlying reasons for the behaviour, keep themselves and others safe, repair relationships, get back to learning.

Firstly, we manage ourselves:

When dealing with difficulties, we might feel anger, frustration, upset or anxiety for example. However, when we are 'dysregulated' we can't support others to regulate, in fact we are more likely to pass on our dysregulation to others! So, we recognise the importance of staff being able to self-regulate (check-in with yourself, take a breath, get support if needed) prior to managing any difficult situations in the classroom.

- We take a breath
- We create a sense of safety and order
- We aim to ensure our lessons are working for all the children
- We role model the behaviour we expect
- We notice and praise the behaviour we want to see
- We remind children of their good behaviour
- We reflect on the wider context (the child's experience and perspective)
- We are calm, focused on what the child needs and what anyone who has been negatively affected needs (not our need for control etc.)
- We aim to ensure that all other children affected by or witnessing negative behaviour are safe and feel safe and understand all the opportunities available to support them

Secondly, we help the child to:

- Be and feel physically and psychologically safe – including giving them time and space, (unless we consider that there is an emergency)
- Regulate their emotions and behaviours, for example by teaching them about breathing, how to release anger in non-destructive ways, naming and understanding their emotions
- Reflect and build a better understanding of themselves and others
- Deal with underlying issues

- Learn other ways to manage themselves
- Consider the impact on others
- Put it right with others

Thirdly, where there are ongoing behaviour issues:

- Our focus is understanding and supporting the child and those around them to deal with underlying issues that are giving rise to the behaviour.
- We notice patterns of behaviour and potential triggers and put strategies in place to pre-empt problems.
- We work with parents/carers to understand and resolve the issues
- We may seek further advice from other agencies e.g. Educational Psychologist, specialist psychotherapists,

Fourthly, if there is a major incident:

- We may need to fix term exclude until we can put in place the safety strategies required but, wherever possible, we work with children and families to avoid exclusion and seek positive resolution and support.

We use the following consequences:

We define consequences as the natural and logical responses to actions. We define punishment as the deliberate and intentional use of shame or humiliation.

Once we have followed the actions described above, if consequences are needed, we:

- use specific, adapted consequences according to what needs to be done to help the child to learn to behave differently and put things right.
- Consequences for poor behaviour are linked to putting it right and are natural and logical e.g. If you drop litter, you pick it up; if you hurt someone, you listen to them and apologise; if you did not complete the work, you'll need to find a time to finish it; if you demonstrate inappropriate or unkind behaviours when playing sports, you might not be considered appropriate to represent the school in a sporting or similar opportunity at that time.
- Consequences for minor things are dealt with in the moment and then we move on.
- If there is a person affected by what has happened, then their feelings (but not their need for revenge) must be dealt with and respected via an opportunity to express their thoughts and feelings and supported by adults towards a restorative approach, in keeping with our Christian values of forgiveness, compassion, friendship and thankfulness.

Summary

- We aim to have very high standards for behaviour and a relational and restorative approach to enabling children to achieve them.
- We aim to be consistent in meeting the relational and developmental needs of all our children.
- We model the behaviour we expect to see – we don't shout, we are kind, compassionate and intelligent in our responses to behaviour.
- We notice what we want more of, rather than listing what someone has got wrong.
- We never deliberately and intentionally use coercion, bribery, threats or humiliation
- Children's behaviour may be inappropriate or unacceptable but in themselves they are not, so we do not condemn children.

6) Practicalities

What we do day to day:

How we provide a safe environment for learning

- We continuously strive to ensure our school is a safe, inclusive, welcoming place.

- We make sure that each of our children is known, recognised for their strengths and given support for their needs.
- We know our children's parents, carers and our community and strive to work in partnership.
- We aim to meet and greet all children on the gate, as they come into our classrooms and as we walk around the school.
- We aim to welcome parents and carers into school and listen and respond to their concerns and views.
- To help ensure the school is calm, we treat each other with courtesy and respect and we don't shout.
- Our vision, values and our children's achievements are visible as you walk around the school.
- We encourage empathy by guiding children to make choices based on empathy and mutual respect.
- We develop routines that help everyone to feel safe and recognise great behaviour e.g. opening doors, welcoming new children, celebrating children who show our values.
- There are safe places for people to go when they need calmness or reflection.
- There are outdoor spaces and room for children to run and use their energy safely.
- Every child is encouraged to consider who they choose as a safe person who knows them and who they can go to if they are struggling.

How do Leaders support great behaviour in our school?

Leaders:

- Model the behaviour they expect from everyone;
- Are open, honest, willingly accountable, notice achievement, challenge and support and are able to apologise when they get it wrong;
- Do not fix everything but support the whole team to find solutions;
- Ensure that the vision is shared, lived and developed;
- Provide opportunities and a safe space for adults to debrief, reflect, have a professional conversation;
- Provide high quality CPD for all adults working in school;
- Work pro-actively with other agencies to ensure plans are joined up and solutions are found.

How we support children

We recognise all our children are unique, so we ensure that our high standards are matched with support for children according to their needs to enable them to achieve these standards.

We recognise that for children with SEND, specific adjustments and arrangements may need to be made and these will be outlined as appropriate in individual plans.

We never tolerate behaviour which is abusive or destructive and will always challenge and address it.

7) Roles and Responsibilities

It is the responsibility of:

The headteacher:

- to communicate this policy to the school community;
- to ensure that the school environment, ethos and practices encourage positive behaviour and that staff deal effectively with poor or inappropriate behaviour and help children resolve differences and build relationships;
- to ensure that consequences and/or restorative practices are applied fairly, consistently and reasonably;

School Governors

- In accordance with our whole school vision governors have a responsibility to take a lead role in monitoring and reviewing the effectiveness of this policy, holding the headteacher to account for its implementation.

All staff, including: governors, senior leadership, teaching and non-teaching staff, teacher placement students:

- to support, uphold and implement this policy consistently;
- to contribute to ensuring children learn in a safe environment;
- to model positive behaviour;
- to provide a personalised approach to the specific behavioural needs of particular children;
- to record behaviour incidents, actions and outcomes, using CPOMs;

The senior leadership team will support staff in responding to behaviour incidents.

Parents/carers are expected to:

- Support their child in adhering to the Behaviour for Learning Policy and work in partnership with the school;
- Inform the school of any changes in circumstances that may affect their child's behaviour and work in partnership with school;
- Discuss any behavioural concerns with the class teacher promptly.

8) Physical restraint

In circumstances where if it is proportionate, reasonable and necessary, staff may use reasonable force to restrain a pupil to prevent them:

- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Only be used in accordance with school training
- Be reported to governors periodically

9) Confiscation

Any prohibited items (see list below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or Vapes
- Fireworks
- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We will also confiscate any item which is harmful or detrimental to behaviour for learning. These items will be returned to pupils or parents/carers, after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

10) Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to share important information to support children's transition.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year through access to CPOMs. Information on behaviour incidents and CPOMs record may also be shared with new settings for those pupils transferring to other schools.

11) Training

Our staff are provided with training on managing and supporting behaviour, as part of their induction process.

Behaviour management also forms a significant part of continuing professional development.

12) Monitoring and review: putting policy into practice:

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

This Behaviour for Learning Policy will be reviewed by the headteacher and the Vision & Values Committee of the Governing Body of Childwall Church of England Primary School every two years (or earlier if required). Any issues identified will be incorporated into the school's action planning.

The headteacher and DSL team will be informed of bullying concerns and/or serious behaviour incidents, as appropriate.

The named governor for safeguarding, Mrs Fiona Roper (deputy – Mr Peter Woodward), alongside the headteacher, will report on a termly basis to the governing body on incidents of bullying or behaviour affecting safety, including outcomes.

13) Links with other policies

This policy links with a number of other school policies, practices and action plans including:

- Child Protection Policy
- Anti-Bullying Policy
- Educational Visits Policy
- SEND Policy (and Information Report)
- Online Safety and Acceptable Use policies (AUP)
- Curriculum policies, such as: PSHE and computing
- Mobile phone and social media policies

Appendix 1 – Explanatory note to the Behaviour for Learning Policy

The principles and rationale behind our policy

Understanding and Responding to Behaviour

We see mental health, well-being and behaviour as inextricably linked. All behaviour communicates our mental health and well-being. Understanding this does not mean we condone poor behaviour, but it does help us to make sense of it (within a wider context) and manage it more effectively. When children behave in a way that is inappropriate or unacceptable for a school setting, we need to understand why and help them to behave in a more appropriate way.

- We try to understand why the child may have acted in a particular way (What is the context? What might their behaviour have been trying to communicate? What might the underlying need be?)
- If the child is still struggling, we support them to emotionally regulate for example through breathing, by giving them space, and listening.
- We explore with them, in an age and developmentally-appropriate way, their understanding of what happened (e.g through wondering aloud and making tentative guesses... 'When you did xxx, I wonder if you were feeling yyyy?')
- Once we feel that we have a greater understanding of what has happened, and we have shown some empathy and acceptance, and the child is regulated and feeling okay, we can then try to explore with them the wider context of their behaviour and the outcome by:
 - Helping them understand why what they have done is wrong;
 - Showing them what we do want them to do and how to do it – where possible, this can be done in a problem-solving way, thinking with them about how to repair a relationship or put something right again, or what they could do differently in the future;
 - Supporting them to put things right with others through a restorative conversation or action;
 - Helping them understand and deal with the feelings that gave rise to the behaviour;
 - Working with parents, carers and families to support children in managing their feelings and behaviours.

Research shows that systems that increase anxiety, or use fear, punishment or humiliation are unhelpful for the vast majority of children and might be particularly damaging for children who have experienced trauma. They may cause compliance; children may comply in order to survive, but this is not our aim, is risky and sets too low an expectation for us and our children, so we do not use them.

Consequences for poor behaviour are linked to putting it right and are natural and logical e.g. If you drop litter, you pick it up; if you hurt someone, you listen to them and apologise; if you did not complete the work, you'll need to find a time to finish it; if you demonstrate inappropriate or unkind behaviours when playing sports, you might not be considered appropriate to represent the school in a sporting or similar opportunity at that time.

If the incident is serious or everyone is angry or upset, they may need time to calm down and reflect. Once the incident has been dealt with, there should be a fresh start.

All staff working within our school have agreed to and are expected to support children with behaviour reminders quietly and privately. As such, other children are likely to not witness such conversations and any resulting consequence.

We don't use rigid systems of accumulating sanctions. If a child is accumulating sanctions, it is unlikely that doing more of the same will work. More detentions, exclusions etc tend to set up a negative and downward spiral. Instead, we work as a team around the child and get additional advice and support, where required, so we can come up with a way to help the child to manage the issues, feelings, and behaviours they are struggling with.

Our role as adults – attachment relationships

Humans do not develop in isolation; they learn about themselves and the world and form an inner working model of themselves through safe 'attachment' relationships with parents, carers and other adults, including teachers.

Where attachment relationships are broken or disrupted by loss, separation, illness, neglect, trauma or abuse, schools and the adults in them can do a lot to support children to rebuild the sense of safety and trust they need to learn.

We model the behaviour we expect. We consistently strive to meet the relational and developmental needs of our children, which means we are flexible, compassionate and intelligent in our approach and always focused on enabling children to build confidence, resilience and the ability to self-regulate.

Regulation is learned through relationships, so in order to self-regulate, many of our pupils may need support from appropriate adults. We help adults in our school to remain attuned, responsive and able to offer co-regulation to our children by providing opportunities to discuss challenges and solutions and get the support they need.

How we learn

The brain is pattern seeking and survival oriented, connections on the outside build connections on the inside. In other words, children learn through relationships.

Humans need safety and positivity to learn and develop and it is relationships and trust that enable this.

We need to feel safe in order to be able to learn. Feeling under threat can make us go into 'survival mode' sometimes described as 'fight, flight, freeze, flop' and this impacts on our ability to self-regulate, focus and learn. Therefore, we, as adults, do not act in school in a way that causes anyone to feel under threat and we recognise the importance of ensuring all our pupils feel physically and psychologically safe and supported to regulate when they feel anxious or afraid. Mental health and well-being and an openness around discussing our feelings and emotions is central to everyday life in our school for all of our children, as part of our whole school approach, demonstrated through daily check-ins, Zones of Regulation, well-being books, worry monsters, access to ELSA postbox, with other individualised plans for specific children.

Trauma

Trauma disrupts learning. Trauma is caused by an event or events that create levels of stress that a child cannot deal with. Such events put a child into a state of fight, flight, freeze or flop.

Children who have experienced trauma can, moving forwards, more easily be triggered to go into fight, flight, freeze or flop.

Rebuilding a child's sense of safety through relationships and experiences that show things can be different is vital to repairing the impact of trauma.

Using strategies based on fear, coercion, humiliation, or isolation, whilst they may get children to comply in the short term, are immoral and damaging; therefore we don't use:

- strategies that single children out in public, shame or humiliate them;
- isolation as a punishment – we do recognise that children need time and space to calm;
- fear
- School has an extensive library of books relating to understanding and responding to children's behaviour, relational practice, trauma and attachment. If anybody – governors, trustees, parents/carers, families would like to borrow any of this literature, please speak to Mrs Mason or Mrs Carew.

Useful links and supporting organisations

School has an extensive library of books relating to understanding and responding to children's behaviour, relational practice, trauma and attachment. If anybody – governors, trustees, parents/carers, families would like to borrow any of this literature, please speak to Mrs Mason or Mrs Carew.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

LGBT +

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Race, Religion & Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org

- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational