

St Agnes C.E. Primary School

Behaviour for Learning Policy

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| Approved by: | The Governing Body | Date: September 2025 |
| Last reviewed on: | September 2024 | |
| Next review due by: | September 2026 | |

As a Rights Respecting School we recognise Article 28 'The right of every pupil to a good quality education' and Article 19 'All pupils have the right to be protected from danger' from the UN Convention of the rights of every St Agnes pupil.

Our mission, '**Love to Learn, Learn to Do Well and Live Well Together**', is based on the verse *Learn to do well; seek justice. Defend the oppressed. Take up the cause of the fatherless; plead the case of the widow.* (Isaiah 1:17). To live this out at St Agnes, we expect the highest standard of behaviour for learning.

We endeavour to promote a positive environment where everyone feels happy, safe and secure so that people can work together with the common purpose of helping everyone to learn and realise their full potential. In order to do this, the school adopts a behaviour system that is based on positivity, praise and respectful relationships, which are built and nurtured between teacher and pupil. It relies heavily upon the importance of PIP – Praising and rewarding in public and RIP – Reprimanding (where necessary) in private. Its base is rooted in being kind and fair to children.

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Aims

- Encourage pupils to have high expectations of their own behaviour
- Encourage increasing independence and self-discipline so that each pupil learns to accept responsibility for his/her own behaviour
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Have a consistent approach to behaviour through the policy
- Make boundaries of acceptable behaviour clear and ensure safety
- Raise awareness about appropriate behaviour and promote it through positive reinforcement.

The St Agnes Way

To create a school environment where every child and adult understands what is needed to create exemplary behaviour, 3 school rules are embedded: Ready, Respectful and Safe. These rules are displayed in every classroom and used in daily school language and conversation with children at every opportunity to praise but also redirect where required eg: 'Thank you for being so respectful when you.....'/'That's not what I meant when I said ready. Ready meant...Ready looked like...'

1. Ready

We are ready to learn, listen and do our best.

We wear our uniform with pride and we are always on time.

2. Respectful

We listen and follow instructions.

We speak politely to everyone and respect everyone's rights.

We care for our school and keep it tidy.

3. Safe

We move around school safely.

We are positive role-models and keep each other safe in school and online.

This policy aims to help pupils to grow in a safe and secure environment, and become positive, responsible and increasingly independent members of the school community.

This behaviour is encouraged in every area of school activity and pupils are helped to recognise examples of good behaviour at all times.

Please refer to the Behaviour blueprint below.

Pupil responsibilities

- To work to the best of their abilities, and allow others to do the same
- To treat everyone with respect
- To follow the instructions of all the environment in and out of school
- To cooperate with other pupils and adults.

Responsibility of staff

All adults are expected to be consistent models of behaviour demonstrating four key visible adult consistencies:

1. Maintain dignity
2. Consistent language
3. Positive recognition
4. Role model emotion regulation

The Headteacher holds overall responsibility for good discipline in the school, assisted by the Deputy Headteacher and the management team in each department.

Each class teacher will manage and oversee the day-to-day behaviour of the pupils in their own class.

The Headteacher delegates powers to all staff, teachers, teaching assistants, lunchtime organisers and clerical staff to deal with any issues that may arise.

At the end of lunchtime, the lunchtime organisers report any significant incidents to the class teacher.

SENCO responsibilities

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Parent responsibilities

At St Agnes, staff work in close co-operation with parents to achieve high standards of self-discipline in the children. Sometimes children will be displaying similar challenging behaviour at home as at school. We believe much can be achieved when there is a high level of trust and partnership between the parents or carers of the pupils and the staff of the school.

Parents are expected:

- To make pupils aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their pupil does in school
- To foster good relationships with the school.
- To be aware of the school rules and expectations and to support the school in the implementation of this policy
- To alert the school as soon as there are any concerns.
- To let school intervene and deal with situations where other pupils are involved with their child.
- To comply with the Parental agreement
- To attend meetings where pupils are displaying unacceptable or zero tolerance behaviour

Our Behaviour Blueprint



The St Agnes Way

At St Agnes, we expect the highest standard of behaviour for learning. We 'Love to Learn, Learn to Do Well and Live Well Together'.

Visible adult consistencies

1. Maintain dignity
2. Consistent language
3. Positive recognition
4. Role model emotion regulation

Over and above

1. Values
2. Attitudes
3. Effort
4. Initiative

Rules

1. Ready

We are ready to learn, listen and do our best. We wear our uniform with pride and we are always on time.

2. Respectful

We listen and follow instructions. We speak politely to everyone and respect everyone's rights. We care for our school and keep it tidy.

3. Safe

We move around school safely. We are positive role-models and keep each other safe in school and online.

Behaviour Management Steps

1. Redirection (non-verbal- a nudge in the right direction)

Redirect attention to the learning or praise on task behaviour

2. Reminder (Ready, Respectful, Safe- delivered privately)

I have noticed that you are ... (having trouble getting started, wandering around etc.) right now.

At St Agnes, we... (refer to the relevant rules from- ready, respectful and safe). Now is your chance to make a better choice.

3. Warning (issued private where possible alongside a reminder of when they were successful)

I noticed you are still... Do you remember when... (refer to previous positive behaviour)? That is the behaviour I expect from you that is what I would like to see today. Thank you for listening.

4. Final Warning (Remind of poor choice and state consequence)

If you continue... then you are choosing this consequence. Do you remember when... (refer to

Restorative conversation

1. What were you thinking or feeling?
2. What happened?
3. What have you thought since?
4. Who has been affected?
5. How have they been affected?
6. What needs to happen

Managing behaviour

Positive behaviour will be taught to all pupils as part of the St Agnes Way, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The St Agnes Way focuses on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up without talking outside the classroom before a lesson.

Routines will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Where there are instances of unacceptable behaviour, staff will respond promptly, predictably and with confidence using the Behaviour Management Steps (see Behaviour Blueprint and appendix A) to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

If relevant, staff will record incidents on CPOMS to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Where applicable, support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL team, will be provided alongside the use of consequences to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

What we do to encourage/reward positive behaviour

- We make clear our expectations of good behaviour by promoting The St Agnes Way
- Dojo Points (Ready, Respectful, Safe and The St Agnes Way) on both a whole class and individual basis
- Encourage pupils to take responsibility for their own actions and behaviour
- Praise good behaviour and effort
- Encourage pupils to make the right choices and consider the consequences of their actions
- Achievement assemblies to recognise those pupils with outstanding behaviour stickers/certificates from Headteacher
- We refer to our Rights Respecting School Charter and class charters
- We refer to our Christian and Peace Mala values
- Regular PSHRE lessons
- Lunchtimes: Stickers/ClassDojo for good manners, behaviour, helpfulness at lunchtime
- Visiting Headteacher or senior leadership team for praise and rewards

What we do to support pupils who need additional support to follow the St Agnes Way

At St Agnes, we are aware that some children require additional support to achieve the expected standard of behaviour for learning. Therefore, additional support and resources are implemented to aid both staff and pupils in achieving The St Agnes Way.

ABC plans(appendix B) - This is a behaviour assessment to track and monitor behaviour challenges in a supportive manner by unpicking the function of the behaviour and scaffolding children to meet The St Agnes Way behaviour expectations.

Individual Behaviour Plans - These are plans laid out by school in partnership with parents and children when behaviour is a challenge. This will include specific interventions and steps taken to ensure behaviour expectations are met.

Unacceptable behaviour

This will include, but is not limited to, the following:

- Frequent disregard of The St Agnes Way
- Rudeness/swearing towards staff and pupils
- Refusal to follow instructions
- Unsafe movement around school i.e. running inside the school

Staff are empowered by the Headteacher to facilitate the following actions as consequences of the above behaviours. Where appropriate, the consequence will come as a natural and logical consequence of the behaviours displayed.

- restorative conversations - this will always be a starting point (refer to the Behaviour Blueprint)
- discussion with parents/carers in a timely manner
- missing a specified amount of playtime - this is the responsibility of the staff to manage and oversee
- losing reward times

Zero tolerances

This will include, but is not limited to, the following:

- Persistent and blatant disregard of The St Agnes Way
- Defiant behaviour
- Striking a member of staff
- Bringing items into school deemed to be dangerous or offensive
- Physical aggression
- Fighting
- Bullying (includes cyber-bullying)

- Homophobia, biphobia, transphobia
- Racism
- Vandalism/damage to property
- Theft

Where one of these occur the following consequences will apply:

- Involvement of Headteacher/deputy head
- A meeting with parents to discuss matter with the Headteacher/deputy head
- Personal support programme
- Involvement of any appropriate outside agencies
- Suspension - internal and external
- Exclusion

Confiscation, Banned item and Searching Pupils

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

The head teacher and teaching staff have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned and prohibited list include but are not limited to:

- knives and weapons;
- alcohol
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

























- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child













Links with other policies and documents





This policy is linked to:





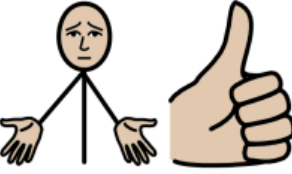






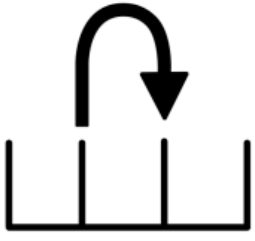



- Exclusion Policy
- SEN policy and SEND information report
- Online Safety Policy
- Child Protection and Safeguarding Policies and Procedures
- Anti-bullying Policy
- Intimate Care Policy
- Positive Handling Policy

Appendix A

| | | | | |
|---|--|--|--|---|
|  worried |  fidgety |  confused |  angry |  excited |
|  scared |  What were you thinking or feeling? | | |  distracted |
|  silly | | | |  not okay |
|  frustrated | | | |  tired |
|  threw something |  pushed someone |  shouted at someone |  rude to someone |  walked off |
|  scribbled on work |  What happened? | | |  ripped my work |
|  spat at someone | | | |  broke something |
|  something else | | | |  unkind to someone |

| | | | | |
|--|--|---|--|--|
|  me |  my friend |  my teacher |  another child |  my TA |
|  my mum |  Who has been affected? | | |  a group |
|  my dad | | | |  midday supervisor |
|  my family | | | |  someone else |

| | | | | |
|---|---|---|--|---|
|  sad |  sorry |  guilty |  stressed |  ashamed |
|  better |  What are you thinking or feeling now? | | |  not okay |
|  mad | | | |  okay |
|  calm |  scared |  unsure |  fizzy |  something else |

| | | | | |
|---|--|--|---|--|
|  <p>make a plan</p> |  <p>write a letter</p> |  <p>talk to someone</p> |  <p>say sorry to someone</p> |  <p>fix something</p> |
|  <p>thinking time</p> |  <p>What needs to happen to put it right?</p> | | |  <p>tidy something</p> |
|  <p>think about zones</p> | | | |  <p>lost chances slip</p> |
|  <p>quiet time</p> | | | |  <p>something else</p> |
|  <p>talk to a teacher</p> |  <p>ask for quiet time</p> |  <p>fiddle with something</p> |  <p>talk to someone</p> |  <p>walk away</p> |
|  <p>Next time I could...</p> | | | | |
|  <p>play with someone else</p> |  <p>count to 10</p> |  <p>take deep breaths</p> |  <p>sit near someone else</p> |  <p>something else</p> |

Appendix B - ABC Behaviour Log

| Date | Time | A- Antecedent | B - Behaviour | C - consequence | Function of the behaviour. |
|------|------|---------------|---------------|-----------------|----------------------------|
| | | | | | |

| Function | Definition | Examples | Suggestions and solutions |
|-----------|---|--|---|
| Escape | An individual engages in a behaviour to end or avoid something they do not like. | Example #1: Every time Ms.Sam places a vocabulary worksheet on Stella's desk, she rips up the paper and throws it on the floor. As a result, Ms.Sam does not make her do her vocabulary homework. In the future, Stella continues to engage in this behaviour every time she receives a vocabulary worksheet because it results in escaping the vocabulary work. | <ul style="list-style-type: none"> -Using a first-then board -Using a visual schedule -Using social stories -Offering choices -Clear expectations -Follow through |
| Attention | An individual engages in a behaviour to receive attention. | Example #1: Sarah screams every instance that her father walks away from her. When she engages in this screaming behaviour, her father returns to her and asks, "What's wrong Sarah?" This behaviour is attention-maintained because the behaviour consistently results in attention. When Sarah "wants" attention, she screams. | <ul style="list-style-type: none"> -Teach the child new and more appropriate ways to seek attention (e.g., tap on shoulder, "look at me") and reinforce when these new behaviours occur -Give positive attention many times throughout the day -Ignore when undesired attention seeking behaviour occurs |
| Tangibles | An individual engages in a behaviour to get access to an item or activity. A tangible is something an individual could touch or pick up. Individuals on the autism spectrum develop attachments to unusual objects like straws, rocks, scrap paper, pieces of dirt, flags, sticks, etc. | Example #1: When Jenna cries, her mother gives her a pacifier. In the future, Jenna cries because it consistently results in access to the pacifier. | <ul style="list-style-type: none"> - Increase the variety of activities/items your child is interested in so there are more things to help motivate your child -Teaching the child to accept 'no' o -Control access to tangibles -Teach the child to request -Transitional warnings |
| Sensory | An individual engages in a behaviour because it physically feels good or relieves something that feels bad. | Example #1: Christopher engages in hand flapping in the absence of any specific antecedent or consequence stimulus. This behaviour provides automatic sensory stimulation. | <ul style="list-style-type: none"> -Introduce your child to self management techniques -Redirect inappropriate behaviours to more functional ones and reinforce those |

| | | | |
|--|--|---|--|
| | | <p>Example #2: Derek holds his ears when his peers are talking on the rug. This behaviour provides automatic sensory stimulation as it reduces loud noises for Derek.</p> <p>Since the goal of sensory-seeking behaviours is to obtain some form of feedback from the environment, they can involve lots of different parts of the body. Sights, sounds, smells, tastes, textures, or body movements can all trigger sensory issues. Some examples include:"</p> <p>Body movements (e.g., hand-flapping, covering the ears, hair twirling) Providing pressure or squeezing to certain parts of the body Waving or placing objects near the eyes Covering the eyes to avoid bright lights or patterns Chewing on objects or clothing Avoiding perfumes, lotions, or air fresheners Strong aversions to specific food textures.</p> | <p>behaviours (e.g., tapping fingers on a table tapping keys on a piano)</p> <ul style="list-style-type: none"> -Reinforce behaviours that are incompatible with the self stimulatory behaviour (e.g. a child that flaps their hands would be reinforced for keeping their hands folded) -Physical exercise may decrease behaviour -Seek medical advice |
|--|--|---|--|