



Behaviour for Learning Policy July 2025



Reviewed and approved by:	Full Governing Body
Date approved:	16 th July 2025
Date of next review:	July 2026

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Positive Behaviour Policy	Date	July 2025
EIA CARRIED OUT BY:	Andrew Kinnear	EIA APPROVED BY:	FGB

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).	Due regard will be given to whether inappropriate behaviour is the result of SEND	
Gender Reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x

Any adverse impacts are explored in a Full Impact Assessment

Rationale:

At Sea Mills Primary, a high standard of behaviour is expected from all pupils to allow learning to take place and to ensure pupils are happy and safe. Respectful relationships and high-quality behaviour for learning is underpinned by a Thrive approach and trauma informed practise. All adults have a duty to promote excellent behaviour and respond to inappropriate behaviour.

Aims of the behavior approach:

- Children and adults are safe and feel secure
- High quality learning happens across the school
- Pupils learn to make good choices and achieve their best
- Staff choose to work and stay at Sea Mills Primary

Our motto:

Be Kind, Be Brave, Be Your Best!

Our values:**Being Kind**

Kindness
Respect

Being Brave

Courage
Resilience

Being Your Best

Aspiration
Responsibility

Our values are displayed around the school and are referred to when behaviour is discussed. Key principles of the Positive Behaviour Policy are adopted by EYFS with adaption to suit their setting.

Modelling positive behaviours as adults. We will all:

1. Show the children we have regard for them as individuals. Adults should be responsive and available when possible.
2. We will welcome them all at our classroom doors with a smile and a positive greeting every day.
3. Teach children what good conduct looks like by setting clear routines and expectations.
4. 'Shine a light' with praise on children who are meeting expectations.
5. Respond consistently with the same language and sanctions.
6. Remain calm, yet assertive when managing inappropriate behaviours.

Recognising positive behaviours:

- A simple 'Thank you'. All staff should look to thank children for positive conduct whenever possible as this highlights to all the children the positive conduct we are looking for.
- Recognition of children's positive choices or achievements can be recognised with enthusiasm, praise, smiles, thumbs up, stickers etc.
- Whole class collaborative reward (decided by classes) linked to learning behaviours and not linked to sanctions (i.e. you can't lose golden time/marbles etc). Teachers

should take an active part in the reward time; it's an opportunity to build relationships and celebrate the class achievement. If golden time is used as a class reward it needs to be special, decided with the children, not just free time with the teacher doing marking. The class reward does not need to be a Friday event that happens every week – it can be more or less often - teachers are trusted to know their class and what would work. Changing the reward will keep it fresh. A list of class rewards is kept updated in the staff room so all staff know how classes are rewarded.

- 2/3 'stars of the week' are celebrated in Friday's celebration assembly linked to work or Sea Mills Super Skills (on checklist to monitor that all children receive this at least twice over the year).
- At least 1 child is sent every day to celebrate their work with leadership (preferably before lunch/end of the day if age-appropriate/dependent on child's need).
- Post cards (all children receive one over the year)
- Emails and phone calls home to celebrate children displaying the school values.

Individual pupils may also have their own personal rewards to work towards as part of an individual behaviour plan on a daily or weekly basis.

Routines:

So that every child knows exactly the expectation for common activities, staff will:

- Display school values in the classroom.
- Begin the year revisiting the class charter (linked to the 3 Bs) and clarifying expectations. This should be referred to and revisited regularly.
- Insist that routines are followed by every child, every time to ensure high standards become a habit.
- Practise routines regularly, re-teaching individual steps if children are not meeting the expected standard.
- Consistently follow the expectation guidance (see appendix 3).

Managing Inappropriate Conduct:

- All staff should consistently follow the same steps when managing inappropriate conduct. Adults will be calm yet assertive considering body language and words used carefully.
- Children with specific needs will require separate, personalised steps which have been agreed with the SENCO.
- Conversations addressing inappropriate conduct should be done as privately as possible.
- Physical restraint will only be used as a last resort by someone who is team teach trained. Guidance on this is given in Appendix 1.

Behaviour Approach – Four Steps

We expect that all staff address behaviours which prevent children from learning and teachers from teaching. Low level disruption is not tolerated.

Following a step, if a child is then making a good choice this should be recognised and praised. Guidance on when to use the steps is given in Appendix 2.

1. 'This is your reminder...'

- Remind child of expected behaviour
- Link back to school values

2. 'This is your warning...'

- ensure it is clear what you want to see

3. Time Out

- Child sent to partner class **with plenty of work that can be completed independently (from time out pack)**. This should be until the end of the session or a maximum of 30 minutes.
- On return, pupil should have a consequence of missing part of their break or lunch time to have a restorative conversation (see suggested script) with the class teacher and completing work if appropriate.
- Class teacher to phone family to discuss on the same day

4. Call Out

- Sent to Head/Deputy. Child is supported to regulate if needed and reflect on their behaviour (5-15 minutes). The child will then return to class.
- The pupil will return to the Head/Deputy to complete their missed learning at the next break or lunchtime (this may be the next day).
- Family to be emailed by Head/Deputy asking them to meet with the class teacher to discuss the behaviour further.

See appendix 2 for guidance on when to use steps. Refusal to go to Time Out also requires a Call Out.

The most serious behaviours will require a meeting between the family and Head/Deputy and may result in an internal or external exclusion.

Persistent Poor Conduct

- Class teacher will meet with family to set up a Behaviour Monitoring Chart. The chart will be completed for every session.
- At the end of the day the child will share this with the Head/Deputy to share how their day has been.
- At the end of the week it will be sent home to parents.

- SLT will monitor effectiveness of Behaviour Monitoring Chart to ensure it has impact and is time-limited.
- Where behaviours persist it is possible that these are the result of an underlying SEND/SEMH need. At this point the child will receive SEND support.

Severe Behaviour

If a child engages in any of the following severe behaviours, the four step behaviour approach should be by-passed and the staff member should immediately send for SLT.

- Hate speech (racist, homophobic, transphobic)
- Verbal abuse or swearing at an adult
- Bullying (as defined in the anti-bullying policy)
- Extreme behaviour e.g. violence, running away, vandalism, deliberately dangerous activity
- Violence towards adults

Repair Conversation

- Takes place at an appropriate time when the child is calm.
- Can be short for minor conduct breaches or may be longer following refusals or dysregulated behaviour.
- Focuses on reflection and restoring relationships not blame or further punishment.
- Comic strips are useful for many children to support discussion

You might use questions such as:

- Tell me what happened?
- I wonder what you were thinking/feeling at the time? What thoughts/feelings do you have about what happened now?
- Who do you think has been affected by what happened?
- What do you need so you can move on? What needs to happen so you can move on?
- What can you do differently in the future?
- (If the incident involved another person) What do you need to do to help X feel better about this?

Lunchtime/Break times Behaviour Approach – four steps

Listen to the Problem - when you haven't seen the alleged incident (which accounts for most incidents at break/lunchtime):

- Ask each child 'tell me what happened'. Ensure each child speaks to you rather than the other child and that they don't interrupt each other. It is essential that each child involved gets a chance to talk. If 'witnesses' are needed ask who else saw and speak to them as well.
- Make sure your body language and voice are neutral.
- Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.
- **Most children just want to be heard, so please invest time in listening.**
- For minor disagreements (arguments over games, miscommunications etc) offer

advice about how to move forward. For accidents, for example tripping someone up inadvertently, ask the child to apologise and remind them both that 'accidents happen'.

1. Reminder - when a child or group has made a poor choice:

- Link back to the school values
- Remind child of when you saw them playing well
- Deliver reminder privately away from the group

2. Warning – when a child or group has repeated a poor choice:

- Remind the child of the rule broken
- Explain the 'time out' consequence if the conduct continues
- Tell the child to think carefully about their next choices

3. Time out (after reminders/cautions unless someone has been deliberately hurt):

- Tell the child that they now need some time to think about their choices
- Ask them to sit on a bench for 2-5 minutes
- Talk to them about what happened to lead up to this

Repair

- Before letting the child leave the bench, have a quick conversation about how they will make successful choices
- End the conversation positively

4. Call Out - Send to SLT

Where there has been deliberate aggression and repeated poor behaviour, take straight to SLT missing previous steps.

Appendix 1 – Positive Handling of Pupils

The Local Authority guidelines in respect of physical restraint will be followed. Only staff with up to date team teach training should positively handle pupils. In the first instance, staff will always try techniques to de-escalate a situation. In extreme cases, a teacher may have to positively handle a pupil to prevent them causing injury or danger to themselves, a member of staff, another pupil or serious damage to property. In these circumstances no more than the minimum handling should be used. Positive handling will never be used as a punishment. Interventions should only be made where they are likely to succeed. The member of staff must:

- give clear instructions warning the pupil of the intervention if the behaviour does not desist
- a second member of staff must be summoned if at all possible
- use minimum force for the minimum period necessary to restrain and calm the pupil. The member of staff must continue talking to the pupil e.g. "If you stop kicking, I will release my hold".
- Use restraint in line with Team Teach procedures
- Use Team Teach techniques which seek to avoid injury to the pupil. However, it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Following a positive handling incident, a written report will be completed by the member of staff detailing events before, during and immediately following the incident. Reports of witnesses, together with details of any injury sustained by pupils or staff will be required. The incident should be recorded on CPOMs and sent to the heads. In addition to CPOMs, any incident of physical restraint will be recorded in the bound restraint reporting book. The family of the pupil will be informed of any incident in which it has proved necessary for a member of staff to intervene physically or apply physical restraint. Where we think concerning physical behaviour may become repeated we would put in place a behaviour support plan or if appropriate a risk assessment to support positive behaviour.

After an incident, staff should be given an opportunity to have a break and debrief with SLT. A class may need a discussion following an incident so that they understand what has happened. The child involved may need an opportunity to reconnect with the staff member who used positive handling.

Appendix 2 – guidance on when to use behaviour steps

Behaviours requiring reminder:	Behaviours requiring a warning and then time out if repeated:
Swinging on chairs Wandering around the classroom Inappropriate noises Fidgeting Dropping litter Calling out or shouting Talking over and interrupting others in class Play fighting/rough play Talking in assembly Not doing what has been asked first time Chatting to other at inappropriate times Wasting resources or not looking after resources Not engaging in their work	All behaviours which have already had a reminder Making fun of another child's work or efforts Telling lies Interfering with another person's property Name calling Responding abruptly or rudely towards requests from adults Swearing (not at a person) Dangerous play Unsafe behaviours in the corridors and around the site Poking, pushing, pinching or prodding Teasing other children Graffiti on work books
Behaviours requiring a Call Out	
Repeated low level behaviours after other steps have been followed Refusal to follow a direct instruction Writing graffiti, defacing walls or desks Answering back or arguing with an adult Throwing or flicking objects in the classroom Swearing at another person Making inappropriate comments related to gender, sexual orientation, ethnicity (racist comments) or appearance Making insulting remarks about another person's family members 'Roasting' – competitive name calling Inciting disruptive behaviour of others Bullying Physically violent behaviours Throwing items at pupils/staff	

Appendix 3 – School Routines

When Teacher is addressing the class

Teacher	LSA	Pupil
Stand and present with clarity and purpose to establish classroom control	Model behaviour expected from children	Move the body/chair to face the teacher
Immediately address any behaviour falling outside of expectations	Support children to maintain behaviour	Voices off
Insist that every class member is ready before teaching – don't talk over children		Hands empty
		Sitting up
		Stay in seats

Moving around the school (whole class or groups)

Teacher	LSA	Pupil
Teacher leads the line	As the teacher, but positioned at the back of the line	In line order
Stops at intervals to allow children to catch up		Walking on the left
KS1 teachers will take their children to the playground for break and to the hall for lunch		Voices off
End of break/lunch the teacher needs to be present on the playground		Walking with pride. No leaning on the walls
Addresses any behaviour that falls outside of expectations and gives a consequence		

Meet and greet into registration

Teacher	LSA	Pupil
Making eye contact and addressing every child with positivity	Greet each child	Respond to the greeting
Stand by classroom door	Ensure orderly movement to classrooms	Swiftly and purposefully moving to start work

Clear task for the children to begin	Expect independence	
	TA's on standby to support teachers/children	

Assembly

Teacher	LSA	Pupil
Actively monitor line during assembly	As teacher if leading class	Stand until directed to sit (feet shoulder width apart)
Move any children not following expected behaviours	Not expected to attend unless in charge of a class or 1:1 support	Face the front
No adult conversations		Crossed legs, sit up
If child was disruptive in assembly they should be taken to the person leading the assembly to apologise		Voices off
		Stand when class is directed to leave, facing the correct way
		In line order

Keeping pupils engaged and on track

Teachers should ensure toilet breaks are not disruptive to learning.

Drinks (only water) should be readily accessible to children. This should be managed to ensure there is no disruption to learning.

Ensure pupils can access learning. A great deal of poor behaviour is linked to pupil engagement.

No pencil cases. School will provide all learning equipment.

No toys to be brought into school. There may be a small number of exceptions with and agreement from the teacher; this will be planned for.