Combs Ford Primary School

Behaviour for Learning Policy

Prepared By:	Kathryn Day (Headteacher)	**Date:**	November 2023
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1. Introduction

At Combs Ford Primary School we believe that good behaviour is central to good education. Our school culture and values are shown through the behaviour of all of us – children, staff and governors. As a school, we manage behaviour well so we can provide a calm, safe and supportive environment which our children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for our children to succeed personally.

At Combs Ford Primary School we work continually to maintain high standards of behaviour because we know that when behaviour is well-managed our children and our staff flourish in safety and dignity. In contrast, poor behaviour impacts on the wellbeing of both our children and our staff.

Through our Behaviour for Learning approach, we create an environment where positive behaviours are more likely by proactively supporting our children to behave appropriately:

- We teach our children what good behaviour looks like.
- Our staff are trained to uphold the school's Behaviour for Learning Policy at all times and to respond to misbehaviour consistently and fairly.

We recognise that reducing misbehaviour is a realistic aim but that eliminating it completely is not. Some of our children need additional support to reach the expected standard of behaviour and we put this support in place as soon as possible.

When children do misbehave we respond promptly and predictably to maintain a calm, safe learning environment.

In some cases, usually when a child is persistently disruptive and support or sanctions are not deterring misbehaviour, we may need to take further action. In serious cases, a child may need to be excluded. Our process for exclusions follows the Children's Endeavour Trust (CET) Exclusions Policy.

2. Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all children.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination (see Section 4 and Section 5).
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management (see Section 6).
- Outline how children are expected to behave (see Section 7 and Section 8).
- Outline our system of rewards and sanctions (see Section 8).
- Identify any safeguarding concerns that are the root of any unacceptable behaviour (see Section 8).
- Consider what extra support can be offered to groups of children who are at a higher risk of exclusion, or children who are particularly vulnerable to the impacts of exclusion (see Section 9).
- Plan for transitions to ensure that the right support is in place for children (see Section 10).
- Outline training for staff to ensure that they are confident in upholding this Policy and responding to misbehaviour consistently and fairly (see Section 11).
- Provide guidance on monitoring the impact of this policy for key members of the school community: The Local Governing Body; the Senior Leadership Team; Teachers and Staff; Families; Children (see Section 6, Section 12 and Section 13).

3. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on

- The Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes;
- Non-completion of classwork or homework;
- Poor attitude;
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules;
- Any form of bullying;
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments; sexual jokes or taunting; physical behaviour like interfering with clothes; online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Racist, sexist, homophobic or discriminatory behaviour;
- Possession of any prohibited items. These are:
    - Knives or weapons;
    - Alcohol;
    - Illegal drugs;
    - Stolen items;
    - Tobacco and cigarette papers;
    - Vaping equipment;
    - 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);
    - Other banned items can be decided by the Headteacher, for example trading cards, toys, etc.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

- **Emotional**: being unfriendly, excluding, tormenting.
- **Physical**: hitting, kicking, pushing, taking another's belongings, any use of violence.
- **Prejudice-based and discriminatory**: taunts, gestures, graffiti or physical abuse focused on a particular characteristic, including:
    - Racial;
    - Faith-based;
    - Gendered (sexist);
    - Homophobic, biphobic or transphobic (HBT);
    - Disability-based.
- **Sexual**: explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
- **Direct** or indirect verbal: name-calling, sarcasm, spreading rumours, teasing.
- **Cyberbullying**: bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

6. Roles and Responsibilities

The Local Governing Body

The Local Governing Body is responsible for monitoring this Behaviour for Learning Policy 's effectiveness and holding the Headteacher to account for its implementation.

See Appendix 1 for Governing Body monitoring questions about behaviour.

The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this Behaviour for Learning Policy.
- Reporting to the Governing Body on the effectiveness of the policy along with recommendations for further improvements, if necessary.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of children.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the Child Protection and Safeguarding Policy to offer children both sanctions and support when necessary.
- Ensuring that the data from Arbor is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

See Appendix 2 for a *Behaviour Checklist for the Senior Leadership Team*.

Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for children.
- Creating and maintaining a stimulating environment that encourages pupils to be engaged
- Displaying the school's Zone Board, Rainbow Rules, and tariffs of rewards and sanctions in their classroom.
- Developing a positive relationship with pupils, including:
    - Greeting pupils in the morning and at the start of lessons.
    - Establishing clear routines.
    - Communicating expectations of behaviour in ways other than verbally.
    - Highlighting and promoting good behaviour.

    - Concluding the day positively and starting the next day afresh.
    - Having a plan for dealing with low-level disruption.
    - Using positive reinforcement.
- Establishing and maintaining clear boundaries of acceptable behaviour from children.
- Implementing the *Behaviour for Learning Policy* consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular children.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly on Arbor.
- Challenging children to meet the school's expectations.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

See Appendix 3 for a *Behaviour Checklist for Teachers*.

Families

Families, where possible, should:

- Get to know the school's *Behaviour for Learning Policy* and reinforce it at home where appropriate.
- Support their child in adhering to the school's *Behaviour for Learning Policy*.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with families by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

See Appendix 4 for *Behaviour and Attitude Questions for Families*.

Children

Children will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the *Behaviour for Learning Policy*.
- The school's key rules and routines.

- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Children will be supported to develop an understanding of the school's *Behaviour for Learning Policy* and wider culture.

Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the *Behaviour for Learning Policy*.

Extra support and induction will be provided for children who are mid-phase arrivals.

See Appendix 5 for *Behaviour and Attitude Questions for Children*.

7. Teaching Behaviour

Rights and Responsibilities

As a school that respects the rights of the children and adults in our school family, community and beyond, it is important to us that this policy adheres to articles from UNICEF's Convention on the Rights of the Child (UNCRC):

- Article 2: We have the right to be treated equally (no discrimination).
- Article 3: We have the right to decisions being made in our best interests.
- Article 12: We have the right have our views respected.
- Article 13: We have the right to share our thoughts freely.
- Article 19: We have the right to be protected from violence.
- Article 24: We have the right to the best health possible.
- Article 28: We have the right to education.
- Article 31: We have the right to play and relax by doing things we like.

This means that we focus on problem behaviours not problem children – we accept each child as a person of worth without seeking to approve any misbehaviour. We recognise that behaviour is a form of communication and that understanding what the child is communicating is the first step towards changing the behaviour.

Our rights are supported by the development and strengthening of seven learning behaviours in our children – known as our *Rainbow Rules*:

Value	**Rule (Framed Positively)**
Respect	I speak and act kindly towards others.
Compassion	I understand how others feel.
Self-Awareness	I understand how I feel and how I make others feel.
Self-Belief	I believe that I can be the best I can be.
Critical Thinking	I solve problems and make good choices.
Teamwork	I work well with other people.
Resilience	I don't give up when things get difficult.

The *Rainbow Rules* are referred to constantly in lessons and are displayed around the school, including the playgrounds. Each half term, an assembly reminds children of the expected behaviours at Combs Ford Primary School. Behaviour strategies and learning behaviours are taught and discussed through PSHE lessons, RE lessons and PE lessons and referred to constantly throughout the school day. There is a focus on this at the start of each academic year.

Why Do We Focus on Learning Behaviours?

A learning behaviour is a behaviour that is necessary for a person to learn effectively in the group setting of the classroom. Managing a child's misbehaviour doesn't necessarily lead to that child learning: they may be quieter, but not necessarily engaging with the content of the lesson. Instead, when children improve their learning behaviours, the skill set they learn can improve both academic achievement and cognitive ability. Children who are aware of their own behaviour are less likely to misbehave in school. Once behaviours for learning have been developed and strengthened they turn into essential life skills and help children to become motivated

and determined to succeed throughout their lives. Promoting learning and managing behaviour are connected – children need both the 'skill' (for example, "I can read.") and the 'will' (for example, "I love reading.")

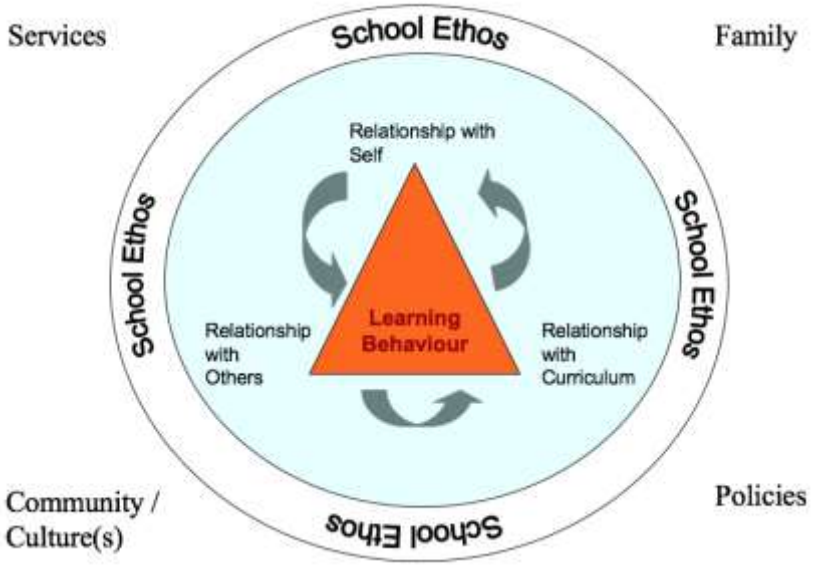
We view errors in behaviour in a similar way to how we view errors in academic learning – they are inevitable and should be used as an opportunity for children to grow. Learning Behaviours need to be taught, reinforced and reviewed in the same ways as any other skill we expect children to learn. This is in contrast to the more traditional view outlined in the table below.

Possible Differences in How Errors in Learning and Errors in Behaviour are Viewed	
Academic Errors	**Behavioural Errors**
• Errors are accidental. • Errors are inevitable. • Errors signal the need for teaching. • Children with learning difficulties need modified teaching.	• Errors are deliberate. • Errors should not happen. • Errors should be punished. • Children with behavioural difficulties need punishment.

Learning Behaviour has a double meaning.

- Learning as a **verb**: it is necessary for children to learn behaviour. We don't assume that they enter school with a specific set of behaviours already learned.
- Learning as an **adjective**: describing a particular type of behaviour.

The Behaviour for Learning Conceptual Framework



This diagram shows how a Learning Behaviour (one of our *Rainbow Rules*) is in the centre and is influenced by three main factors:

- The child's relationship with themself (mainly emotional) which influences how they engage with their learning.

- The child's relationship with others (mainly social) which influences how they participate in their class.
- The child's relationship with the curriculum (mainly cognitive) which influences how they access their learning.

The inclusion of school ethos and other factors such as a child's family, community and culture, services that may be involved and government policies recognise that the development of learning behaviours takes place in a broader context that also exerts influences on the child.

Staff still need to use a toolkit of behaviour management strategies (see Section 8) but a focus on Behaviour for Learning works with the child to enable them to be able to learn effectively in a classroom setting rather than just attempting to control their behaviour. Behaviour for Learning requires us to think consciously about how we create opportunities to develop learning behaviours using the following questions:

- What can children do now unaided?
- What can children do now with support?
- What do children need to learn to do next?
- How can I, through my interactions, develop this learning behaviour?

8. Managing Behaviour

Zone Boards are linked to our *Rainbow Rules* and these are displayed together in every classroom. Each child has their own picture and name on the Zone Board which can be moved up and down as appropriate – see Moving Children on the Zone Board below. Zone Boards reinforce the idea that our *Rainbow Rules* are necessary for learning in our school and promote good behaviours for learning by acknowledging effort and positive attitudes to learning. The key to the success of the Zone Board is that staff are focused on positive behaviour and look for the opportunity to move children to the green zone or higher – no child should be left in the red or amber zones for extended periods of time.

Green Zone: all children start each session on green. This is to maintain a positive learning environment throughout the day and to raise self-esteem. Each new session will be a fresh start and adults will make this clear to children by moving children back to green if they are on amber or red and welcoming them back into the classroom after break and lunchtime.

Amber Zone: the warning zone. It gives children the opportunity to think about their behaviour and make the choice to behave in line with our Rainbow Rules and return to green. Because amber is the warning zone there is no sanction.

Red Zone: Children whose behaviour falls significantly below our high expectations will be moved to red. Children can move directly to red for extreme behaviour. Red incidents are recorded on Arbor as Behavioural Incidents and families spoken to at the end of the day by the Class Teacher or HLTA. This data is collected and analysed weekly by the Behaviour Lead who shares the results with SLT weekly and Governors on a termly basis.

Sliver Zone: Children who behave very well and demonstrate the behaviours associated with the Rainbow Rules will be moved to silver. When children move to silver this will be marked on a Silver Award Tally Chart. When a child receives 10 Silver Awards they will receive a Silver Award CertifiCard in Celebration Assembly which can be traded in for pocket money prizes.

Gold Zone: Children who behave exceptionally well and demonstrate the behaviours associated with the Rainbow Rules will be moved to gold. When children move to gold this will be marked on a Gold Award Tally Chart. When a child receives 10 Gold Awards they will receive a Gold Award CertifiCard in Celebration Assembly which can be traded in for pocket money prizes.

Moving Children on the Zone Board

Gold	Children will be moved to **Gold** for: • Outstanding work, effort or behaviour. • Excellent attitude, effort or behaviour when representing the school. • Meeting targets set. • Going above and beyond. • Being an excellent role model. When children move to gold this will be marked on a Gold Award Tally Chart and they receive a Gold Award sticker. When a child receives 10 Gold Awards they will receive a Gold Award CertifiCard in Celebration Assembly which can be traded in for pocket money prizes.
Silver	Children will be moved to **Silver** for: • Displaying learning behaviours from the Rainbow Rules. • Exceeding expectations in their work, effort and behaviour. When children move to silver this will be marked on a Silver Award Tally Chart and they receive a Silver Award sticker. When a child receives 10 Silver Awards they will receive a Silver Award CertifiCard in Celebration Assembly which can be traded in for pocket money prizes.
Green	All children start each session on **Green**. There are three sessions in the school day: • morning before break; • morning after break; • afternoon. If children are on silver or gold they do not get moved back to green until the following day unless their behaviour deteriorates.
Amber	Procedure for moving a child to **Amber**: 1. **Reminder**: of the Rainbow Rule they are breaking in a positive way, e.g. *"Dolly, are you making good choices and focusing on your work?"* 2. **Warning**: of the sanction, e.g. *"Dolly, if you continue to make the wrong choices you will be moved to amber."* 3. **Sanction**: Have the sanction applied, e.g. *"Dolly, you have broken the Rainbow Rule and you will move to amber."* Children are given 5 minutes thinking time (using a timer). If the unacceptable behaviour improves their name returns to green.
Red	If the unacceptable behaviour continues after the 5 minutes thinking time, the child's name is moved to **Red**. A child can be moved straight to **Red** for extreme behaviour. The child is given a 10-minute time out in the shared area with a TA or HLTA or in another classroom to complete a feelings reflection or their work. They can then return to their classroom. **Red** incidents are recorded on *Arbor* as *Behavioural Incidents* and families spoken to at the end of the day by the Class Teacher or HLTA. If the unacceptable behaviour continues the child will be referred to the Behaviour Lead.

Behaviour Outside Lessons

Routines

- **Coming into school after break and lunchtime**: when the bell rings, children line up silently before being collected by their Teacher, HLTA or TA.
- **Moving around the school**: staff ensure that children move around the school in an orderly manner and on the left-hand side.
- **Assemblies**: children walk to the school hall, enter and sit down in silence.
- **Going to the toilet**: children should be discouraged from going to the toilet during lesson time.
- **Wet breaks**: Teachers, HLTAs and TAs will supervise the children in their classrooms.
- **Wet lunchtimes**: Children stay in their classrooms and have access to board games, paper and pencils, books and computers. However, for safety reasons, children are not permitted to use tools such as scissors. Children are supervised by the MDSAs who all have a specific area to monitor. Class teachers may set up a DVD for children to watch.

Rules

- If children break any of the school rules during break or lunchtime, the staff on duty will remind children of the Rainbow Rules.
- If children continue to break the school rules they will be asked to walk with an adult for the remainder of the break and lunchtime.
- The staff on duty should inform the class teacher of any incidents. Incidents outside lessons will be resolved using the approach detailed in *Moving Children on the Zone Board* above including recording Red incidents on Arbor.

Tariff of Rewards

- Verbal praise.
- Moving up the Zone Board to silver – Silver Award sticker at the end of the day.
- 10 Silver Awards = Silver Award CertifiCard awarded in Celebration Assembly.
- Moving up the Zone Board to gold – Gold Award sticker at the end of the day.
- 10 Gold Awards = Gold Award CertifiCard awarded in Celebration Assembly.
- CertifiCards can be traded in for pocket money prizes.
- Positive referral to Headteacher.
- A leaf for the school's Tree of Achievement in the main hall and a postcard sent home.

Sanctions

Our sanctions are designed to support children in developing their learning behaviours through understanding that their actions have consequences. Our sanctions are logical. For example, if a child doesn't complete their work in class because they have been misbehaving they will complete it during their free time, or if they have been rude to or upset a child or an adult in school they will apologise to them privately.

5 Rs of Logical Sanctions

We use the 5 Rs of logical sanctions to design our sanctions:

Related	A sanction should be logically connected to the behaviour. The more closely related to the sanction, the more valuable it is to the child.
Reasonable	A sanction should be equal in proportion and intensity to the misbehaviour. The purpose is for the child to see the connection between the behaviour and the sanction, not to make them suffer.
Respectful	A sanction should be stated and carried out in a way that preserves the child's self-esteem. It addresses the behaviour, not the character of the child.
Reliably Enforced	A sanction should follow misbehaviour. Threats without action are ineffective. Consistency is the key.
Revealed	A sanction should be revealed (known) in advance for predictable behaviour such as breaking class rules. When misbehaviour occurs that wasn't predicted, logical sanctions connected to misbehaviour should be established.

Amber and Red Behaviours

Amber Misbehaviours

- Answering back or questioning instructions.
- Coming into class late.
- Disrespect of people's property.
- Distracting others.
- Eating where not allowed.
- Feigning the need to go to the toilet.
- Interrupting or calling out.
- Leaving the classroom or playground without permission.
- Mimicking an adult.
- Persistent low-level disruption.
- Personal insults.
- Pushing in line.
- Refusal to attempt or complete work.
- Refusal to follow instructions.
- Rough play.
- Rudeness.
- Swinging or rocking on chairs.
- Taking school equipment without permission.
- Taking things that belong to others.
- Throwing books or equipment.
- Whistling or making inappropriate noises.
- Not making the right choice after receiving a warning and thinking time.

Red Misbehaviours

- Bullying.
- Damaging other people's property.
- Swearing, threatening language, spitting.
- Extreme incidents of verbal aggression including swearing.
- Significantly disrupting the learning of others.
- Continuing to ignore instructions after being moved to amber, including after their thinking time has been used.

Tariff of Sanctions

Feelings Reflection	Completing a *Feelings Reflection* with a member of staff to talk through the incident and how to manage themselves better in the future. This encourages children to understand how their behaviour affects others and also how they can make improvements.	Appendix 8
Apology	Apologising in private to the person they have been rude too.	
Detention	Completing work during detention at break, lunchtime, or after school.	Appendix 9
Loss of Privilege	Loss of privileges – for instance, the loss of a prized responsibility.	
School-Based Community Service	School-based community service, such as tidying a classroom or litter picking.	
Email or Phone Call Home	Email or phone call home to families.	Appendix 10 Appendix 11 Appendix 12
Differentiated Amber and Red Warnings	Some children will benefit from a differentiated version of Amber and Red warnings which can be written as a flowchart.	Appendix 13
Behaviour Report Card	*Behaviour Report Card* which is signed at the end of each day by the Behaviour Lead (or a member of SLT if the Behaviour Lead is unavailable). Families are informed that the child is on a *Behaviour Report Card* and informed of progress every Friday.	Appendix 14
Behaviour Passport	If a *Behaviour Report Card* is unsuccessful after 3 weeks, the child is put on a *Behaviour Passport* which uses the *Assess → Plan → Do → Review* cycle and detailed targets to support changes in behaviour. The child and their family contribute to the plan and progress is reported to the child's family every Friday by the class teacher.	Appendix 15
Behaviour Support Plan	If a Behaviour Passport is unsuccessful after two cycles, all staff who work with a child meet to create a *Behaviour Support Plan* which details the support and language to use to ensure misbehaviour doesn't escalate. Support from outside agencies is sought to contribute to the plan. The child and their family contribute to the plan and progress is reported to the child's family every Friday by the class teacher.	Appendix 16
Working in Isolation (Internal Exclusion)	Will only be used in response to serious or persistent breaches of this policy. Children who are removed from class will continue to receive education under the supervision of member of staff that is meaningful but may differ from the mainstream curriculum. Children should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour. Families will be informed on the same day that their child is removed from the classroom.	
Suspension (Out of School)	Processes for suspensions are detailed in CET's Exclusion Policy.	
Permanent Exclusion	Processes for exclusions are detailed in CET's Exclusion Policy.	

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our *Child Protection and Safeguarding* policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder;
- Hurting themselves or others;
- Damaging property;
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and 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 families.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Use of reasonable force will only be used in line with CET's *Restraint Policy*.

Searching and Confiscation

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Off-Site Misbehaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips);
- Travelling to or from school;
- Wearing school uniform;
- In any other way identifiable as a child of our school.

Sanctions may also be applied where a child has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another child;
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Misbehaviour

The school can issue behaviour sanctions to children for online misbehaviour when:

- It poses a threat or causes harm to another child;
- It could have repercussions for the orderly running of the school;
- It adversely affects the reputation of the school;
- The child is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member.

Suspected Criminal Behaviour

If a child is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police the report will be made by a member of SLT or the Pastoral Lead.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the Designated Safeguarding Lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate;
- Considered;
- Supportive;
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally;
    - Refer to early help;
    - Refer to children's social care;
    - Report to the police.

Please refer to our Child Protection and Safeguarding Policy for more information.

Malicious Allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer (LADO), where relevant) will consider whether the child who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other children.

9. Inclusion

The school has a legal duty under the Equality Act 2010 in respect of safeguarding children and respecting pupils with special educational needs, disabilities and vulnerabilities. Relationships between all community members should be fair, honest, polite, respectful and considerate. We believe behavioural management should be a positive experience. Our *Behaviour for Learning Policy* aims to support our Equalities Policy. Where possible, the response to a child's behaviour should not prevent the child from accessing learning, nor should the child's behaviour prevent others from learning. Where appropriate "reasonable adjustments", to the implementation of this policy will be made to allow for the specific individual needs.

10. Transitions

Inducting Incoming Children

The school will support incoming children to meet behaviour standards by offering an induction process to familiarise them with the Behaviour for Learning Policy and the wider school culture.

Preparing Outgoing Children for Transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher. In addition, staff members hold transition meetings which include the transferring of any information related to a child's behaviour issues. This ensures that the right support is in place.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- This Behaviour for Learning Policy.
- The proper use of restraint.
- The needs of the pupils at the school.
- How SEND and mental health needs impact behaviour.

Behaviour management will also form part of continuing professional development.

12. Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom (weekly).
- Attendance, permanent exclusion and suspension (weekly).
- Use of pupil support units, off-site directions and managed moves (half-termly).
- Incidents of searching and confiscation (half-termly).
- Anonymous surveys for staff (Appendix 17), children (Appendix 5), Governors and Trustees (Appendix 1) and families (Appendix 4) on their perceptions and experiences of the school behaviour culture (annually or more frequently if needed).

The data will be analysed using the timeframes indicated above by the Behaviour Lead.

The data will be analysed termly from a variety of perspectives including:

- At school level;
- By age group;
- At the level of individual members of staff;
- By time of day/week/term;
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it. Whilst doing this it is worth remembering that the purpose of a Behaviour Policy is to promote good behaviour and discourage poor behaviour among the majority to secure certain standards of behaviour from groups. We need to evaluate the Behaviour Policy against this purpose – not solely against the minority who fall outside its influence.

Monitoring of children's progress towards developing their learning behaviours may also be undertaken (Appendix 18).

13. Monitoring this Policy

This *Behaviour for Learning Policy* will be reviewed by the Headteacher and Local Governing Body at least annually, or more frequently if needed, to address findings

from the regular monitoring of the behaviour data (see Section 12). At each review, the Policy will be approved by the Local Governing Body.

14. Linked Policies

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy – includes the safeguarding response to children who go missing from education and the role and identity of the Designated Safeguarding Lead (DSL) and deputies (ADSLs).
- Code of Conduct for Employees
- Exclusion Policy
- Equalities Policy
- Restraint Policy

15. Sources

Department for Education (DfE). 2021. Teachers' Standards. Crown Copyright.

Department for Education (DfE). 2022. *Behaviour in Schools: Advice for Headteachers and School Staff*. Crown Copyright.

Department for Education (DfE). 2022. *Searching, Screening and Confiscation: Advice for Schools*. Crown Copyright.

Education Endowment Foundation (EEF). 2021. *Improving Behaviour in Schools: Guidance Report*. EEF.

Taylor, Charlie. 2011. *Getting the Simple Things Right: Charlie Taylor's Behaviour Checklists*. Crown Copyright.

United Nations Convention on the Rights of the Child – Child Friendly Version

Appendix 1: Governing Body and Trustee Monitoring Questions

Overarching question: How does the school promote good behaviour to enhance learning?

The answers to some of these questions will be found in the Behaviour for Learning Policy, but as part of the review and monitoring process, these can be useful:

1. Is this a happy school with a **positive learning culture**?
    a. What is the overall picture of behaviour in this school – how does it compare with other schools?
    b. How is good behaviour rewarded? And how often?
2. How are children, families and staff made aware of the school **Behaviour for Learning Policy?**
    a. What measures are in place to ensure good behaviour, discipline and respect is communicated to children?
    b. Are staff clear about the school's Behaviour for Learning Policy and the extent of their disciplinary authority/powers?
    c. What steps do we take to **inform families** about how they are expected to behave while on school premises?
3. What impact does the Behaviour for Learning Policy have on **classroom practice** – how do you know?
4. How do you monitor whether the **Behaviour for Learning Policy is being applied consistently** across the school?
5. How do you assess/monitor children' **attitudes to learning**?
6. What information do you have about:
    a. The levels of attendance?
    b. Incidents of bullying (including cyber-bullying and homophobic bullying)?
    c. Levels of poor behaviour?
    d. What are you doing to address any issues?
7. What measures are in place to deal with persistent poor behaviour? E.g. systems to identify and address the needs of children who continuously display disruptive behaviour.
    a. How do you monitor children causing concern?
    b. Do you/the staff know the root causes of poor behaviour?
    c. What **external support** do the staff have for dealing with any behaviour issues?
    d. Have all staff received **appropriate training** in relation to dealing with aggressive children where restraint may be required?
8. How many children have been **excluded** (fixed term and permanently) in the last term/year/three years?
9. How many managed moves have taken place this term/year?
10. How do you deal with poor behaviour that takes place beyond the school gate?
11. How do you deal with **cyberbullying**?
    a. What steps do we take to educate staff about the issues of social media?
    b. What steps have you taken to inform/educate families about the potential pitfalls of social media, for example, cyber-bullying, 'grooming' and 'unfriending'?

12. How do you deal with poor behaviour that occurs during a school organised or related activity/trip?
13. Does the school have links with other schools in relation to behaviour initiatives?
14. How many CAFs (Common Assessment Framework) reports have been filled in on children in this school?

From the National Governance Association (NGA) "Questions for Governing Boards to Ask: Behaviour". Accessed on 27/10/22.

Appendix 2: Behaviour Checklist for the Senior Leadership Team

Policy	
Ensure absolute clarity about the expected standard of children' behaviour.	
Ensure that Behaviour for Learning Policy is clearly understood by all staff, families and children.	
Display school rules clearly in classes and around the building. Staff and children should know what they are.	
Display the tariff of sanctions and rewards in each class.	
Have a system in place for ensuring that children never miss out on sanctions or rewards.	
Leadership	
Model the behaviour you want to see from your staff.	
Building	
Visit the lunch hall and playground, and be around at the beginning and the end of the school day.	
Ensure that other Senior Leadership Team members are a visible presence around the school.	
Check that children come in from the playground and move around the school in an orderly manner.	
Check up on behaviour outside the school.	
Check the building is clean and well-maintained.	
Staff	
Know the names of all staff.	
Praise the good performance of staff.	
Act to deal with poor teaching or staff who fail to follow the Behaviour for Learning Policy.	
Children	
Praise good behaviour.	
Celebrate successes.	
Teaching	
Monitor the amount of praise, rewards and punishments given by individual staff.	
Ensure that staff praise good behaviour and work.	
Ensure that staff understand special needs of children.	
Individual Children	
Have clear plans for children likely to misbehave and ensure staff are aware of them.	
Put in place suitable support for children with behavioural difficulties.	
Families	
Build positive relationships with the families of children with behaviour difficulties.	

From: Taylor, Charlie. 2011. *Getting the Simple Things Right: Charlie Taylor's Behaviour Checklists.* DfE.

Appendix 3: Behaviour Checklist for Teachers

Classroom	
Know the names and roles of any adults in class.	
Meet and greet children when they come into the classroom.	
Display rules in the class – and ensure that the children and staff know what they are.	
Display the tariff of sanctions in class.	
Have a system in place to follow through with all sanctions.	
Display the tariff of rewards in class.	
Have a system in place to follow through with all rewards.	
Have a visual timetable on the wall.	
Follow the school Behaviour for Learning Policy.	
Children	
Know the names of children.	
Have a plan for children who are likely to misbehave.	
Ensure other adults in the class know the plan.	
Understand children's special needs.	
Teaching	
Ensure that all resources are prepared in advance.	
Praise the behaviour you want to see more of.	
Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).	
Scaffold and/or differentiate.	
Stay calm.	
Have clear routines for transitions and for stopping the class.	
Teach children the class routines.	
Families	
Give feedback to families about their child's behaviour - let them know about the good days as well as the bad ones.	

From: Taylor, Charlie. 2011. *Getting the Simple Things Right: Charlie Taylor's Behaviour Checklists.* DfE.

Appendix 4: Behaviour and Attitude Questions for Families

Statement	Agree	Disagree	Don't Know
Behaviour in this school is excellent.			
Behaviour is consistently well-managed by staff.			
Bullying and discrimination are dealt with quickly, effectively and consistently.			
My child has a positive attitude to learning.			
My child is motivated to learn.			
The school has a calm, orderly environment which helps my child to learn.			
The school has clear routines and expectations for the behaviour of all children across all aspects of school life.			
The school Behaviour for Learning Policy is fair and used consistently.			
My child is encouraged to have good attendance and punctuality.			
The school has a positive, respectful culture in which my child is well cared for.			
My child understands how good behaviour supports good learning.			

Question	Answer
What are our greatest strengths?	
What could we improve?	
What is the most important issue we should address in the next year?	
Do you have any other comments?	
Include your name, if you wish:	

Thank you for completing this survey.

Appendix 5: Behaviour and Attitude Questions for Children

Statement			
Children behave well in my class.			
Children behave well in my school.			
Adults are fair.			
If someone is mean to me, I know who to speak to.			
I always try my best at school.			
I want to achieve the best I can.			
Children walk around school sensibly.			
I know the school rules			
I know how to behave well in school.			
I know that good behaviour helps me to learn.			

Question	Answer
What do you think the school should do to make behaviour better?	
What does the school do really well with regards to behaviour?	
What rewards would you like to reward good behaviour?	
What would you like to see as a sanction for bad behaviour?	

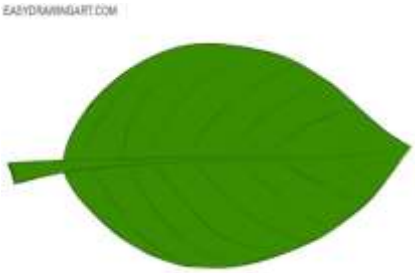
Thank you for answering this survey.

Appendix 6: Rewards

Gold Award Sticker and CertifiCard

Silver Award Sticker and CertifiCard

Tree of Achievement Leaf and Postcard Home



Appendix 7: Class Gold and Silver Award Tally Chart

Appendix 6: Class Gold and Silver Award Tally Chart

Name	Gold Award	Gold Award	Gold Award	Gold Award	Gold Award	Silver Award	Silver Award	Silver Award	Silver Award	Silver Award

Appendix 8: Feelings Reflection

Feelings Reflection

Name:	Date:	Staff:
Now	**Then**	**Next**
How do you feel?	Why are you here?	What could you do differently?
	☐ I hurt another child. ☐ I had an argument with a friend. ☐ I said unkind things. ☐ I was rude to an adult. ☐ I did not listen to an adult. ☐ I was being unsafe. Other Why did you do that? ☐ They annoyed me. ☐ They weren't listening to me. ☐ They weren't being fair. ☐ I wanted to upset them. ☐ I wanted to hurt them. ☐ I was right.	
Other	Other	Other

Which of our Rainbow Rules could you have followed better?

Respect	☐	Compassion	☐	Self-Awareness	☐	Self-Belief	☐
Critical Thinking	☐	Team Work	☐	Resilient	☐		

Feelings Reflection

Name:	Date:	Staff:
Now	**Then**	**Next**
How do you feel?	Why are you here?	What could you do differently?
	Draw a picture of what happened. You can use words to label your picture if you want to.	
Draw your own feeling if your feeling isn't here.		Other

Which of our Rainbow Rules could you have followed better?

Respect	☐	Compassion	☐	Self-Awareness	☐	Self-Belief	☐
Critical Thinking	☐	Team Work	☐	Resilient	☐		

Feelings Reflection

Name:	Date:	Staff:
Now	**Then**	**Next**
How do you feel?	Why are you here?	What could you do differently?
I am feeling ... because...	I am here because I...	Next time I will...

Which of our Rainbow Rules could you have followed better?

Respect	☐	Compassion	☐	Self-Awareness	☐	Self-Belief	☐
Critical Thinking	☐	Team Work	☐	Resilient	☐		

Appendix 9: Detention Letter

Dear parent,

I am writing to inform you that _____ has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

_____

_____

_____

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Appendix 10: First Behaviour Letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 11: Second Behaviour Letter

Dear parent,

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 12: Third Behaviour Letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Headteacher, the Special Educational Needs Coordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

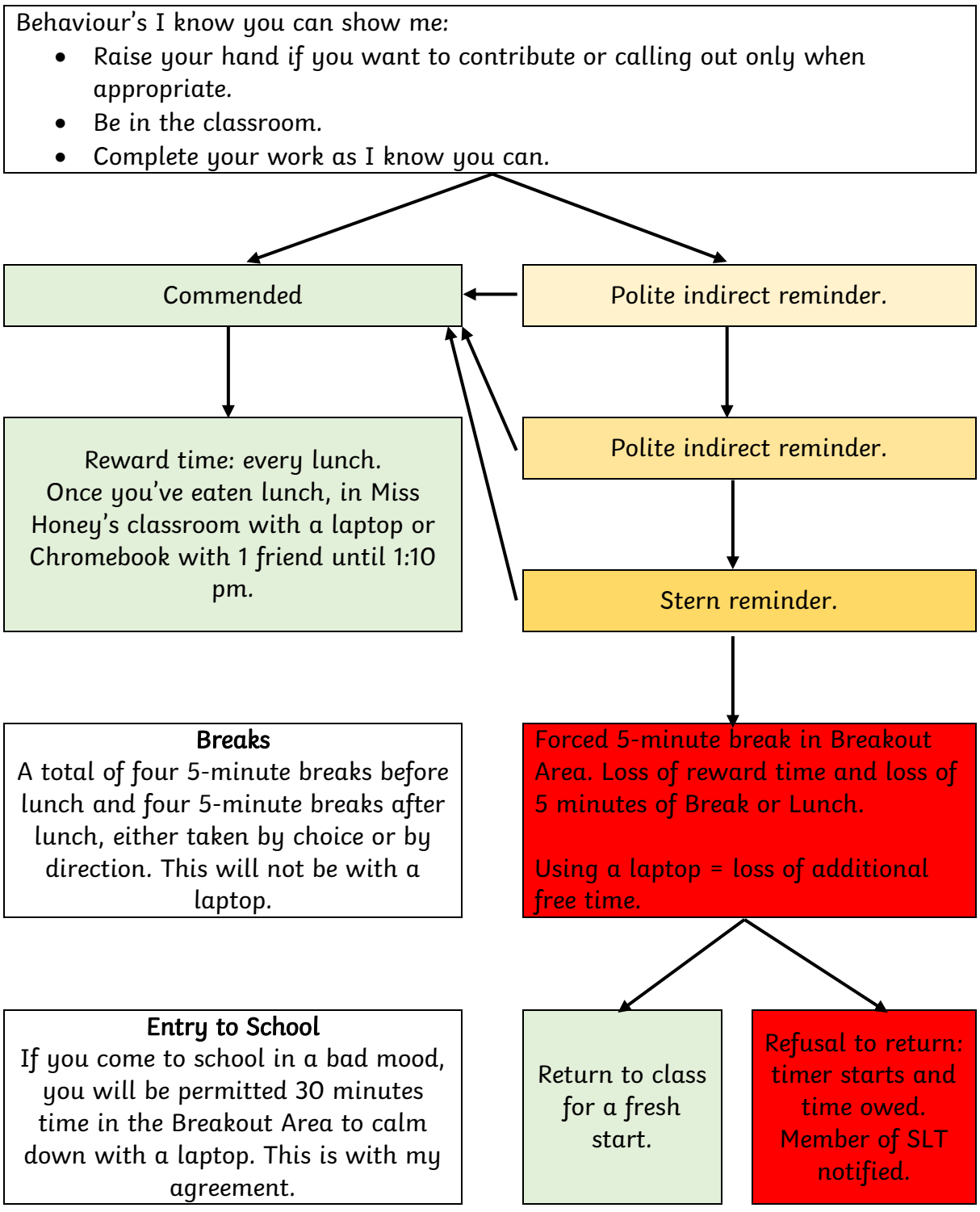
Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 13: Behaviour Flowchart (Example)

Dolly's Behaviour Plan



Appendix 14: Behaviour Report Card

Combs Ford Primary School Behaviour Report Card <Insert Name>

What behaviour needs to change?	

😊😐😊	Morning 1	Break	Morning 2	Lunch	Afternoon 1	Afternoon 2	SLT Sign and Comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix 15: Behaviour Passport

Insert Name			Behaviour Passport		Combs Ford Primary School
Date of Birth:		Insert Photo	Updated:		
Year:			I would like you to know that:		I find it difficult to:
Areas of Need:			•		•
•					

It would help me if you could:	I will help myself by:	Support required (in and out of class):
•	•	•

Assess → Plan → Do → Review Cycle 1				
	Assess (Target): What behaviour needs to change?	**Plan:** What strategy will support the change in behaviour?	**Do (Dates):** When will the support start and end?	**Review:** How effective was the strategy?
Target 1				
Target 2				
Target 3				
Assess → Plan → Do → Review Cycle 2				
	Assess (Target): What behaviour needs to change?	**Plan:** What strategy will support the change in behaviour?	**Do (Dates):** When will the support start and end?	**Review:** How effective was the strategy?
Target 1				
Target 2				
Target 3				

Appendix 16: Behaviour Support Plan (Traffic Lights)

Behaviour Support Plan for:		DoB:		Class:	

Target: To reduce the likelihood of …

Behaviours:

Support + *Language to use*	Response + *Language to use*	Reaction + *Language to use*
• At the start of the day when X comes in a familiar adult needs to welcome them. X will need reassuring • Staff to use nurturing approach, calm and assertive tone. • Clear routine and consistency. • Visual timetable so X knows the routine of the day.	• If X is non-compliant, then clear and consistent responses should be made by all adults • If X is refusing to comply then repeat the instruction in calm, short clear manner - a raised voice will only escalate the situation. "I need you to…"	• If X is unsafe and becoming more aggressive. • Adult needs to use a calm voice. • Change of adult but reiterating the same instruction. • Remind X where his safe space is and encourage them to take themselves there independently, "I see you are not happy, let's go to your safe place"

Behaviour Support Plan for:	Zeb	DoB:	05/10/64	Class:	Roundabout

Targets:

1. To reduce the likelihood of oppositional behaviour, to manage it when it does occur, to encourage more appropriate and socially adaptive behaviours.
2. To enhance communication and manage how he is feeling.

Behaviours: Oppositional behaviour, struggles to communicate, can throw and bang objects, occasionally has left the room without permission.

Support + *Language to use*	Response + *Language to use*	Reaction + *Language to use*
At the start of the day when Zeb comes in a familiar adult needs to welcome them. Staff to use nurturing approach, calm and assertive tone. • Clear routine and consistency. • Visual timetable reminders so Zeb knows the routine of the day. • Ask them how they are doing and monitor their reactions.	If Zeb is non-compliant, then clear and consistent responses should be made by all adults • If Zeb is refusing to comply then repeat the instruction in calm, short clear manner – a raised voice will only escalate the situation. "I would like you to…" • Word requests indirectly/doing things together helps. E.g., Rather than saying Zeb do your work now. Rephrase to say 'I would like ____ table to do this' or 'Class, I would like you to get on now.' • Pick battles and minimise rules by enabling some choice and control. When completing a task, give two options and make one easier if Zeb is not complying. E.g., 'You can complete this task in your book or on your whiteboard.' • If Zeb is becoming over stimulated, encourage them to leave the classroom for five minutes to have a brain break with a familiar adult. • Importantly, try to ignore negative behaviours and avoid confrontation as far as possible.	If Zeb is unsafe and becoming more aggressive/failing to comply with orange strategies – • Adult needs to use a calm voice. • Try to distract and divert onto a different activity. • Use their interests to try to motivate them and refer to their behaviour chart. • Change of adult but reiterating the same instruction. • Remind Zeb where their safe space is and encourage them to take themself there independently, "I see you are not happy, let's go to your safe place or take a brain break."

Appendix 17: Staff Survey on Behaviour

Question 1: Based on your own experience, can you please select the 3 most common types of misbehaviour you face in your classroom?	
Answering back/questioning instructions.	
Calling out (e.g. answers, wanting to go to the toilet etc).	
Daydreaming/doodling.	
Disturbing other children (e.g. poking, trying to make each other laugh, passing notes, walking around the classroom).	
Eating/chewing gum.	
Fidgeting/fiddling with equipment.	
Late arrival.	
Not facing the front.	
Not having the correct equipment (e.g. pen, pencils).	
Not having the correct uniform (e.g. ties missing, scruffy uniform).	
Purposely making noise to gain attention (e.g. tapping, humming).	
Not getting on with the work they are set.	
Sighing/showing signs of tiredness.	
Swinging/rocking on chairs.	
Talking/chatting.	
Using phones.	

Question 2: What impact, if any, do you think misbehaviour generally has on the learning of pupils in the class?				
None	Low impact	Medium impact	High impact	Don't know

Question 3: On average, how much learning time is lost within each hour of teaching time when a single episode of low-level disruption occurs?				
Less than 1 minute	1 to 5 minutes	5 to 10 minutes	More than 10 minutes	It varies too much to say

Question 4: Which, if any, of the following apply to the behaviour policy here? Please select all that apply.	
The school's policy on behaviour helps me manage pupil behaviour.	
The headteacher supports me in managing poor pupil behaviour.	
The school's policy on behaviour is unhelpful.	
There is a behaviour policy but it is not well-known.	
There are no agreed policies on behaviour.	
The behaviour policy is applied consistently throughout my school.	
I use my own policy.	
I use the school's policy.	

I don't know the school's policy well.	
None of the above.	

Question 5: How confident do you feel in your ability to handle disruptive behaviour in the classroom?				
Very confident	Quite confident	Not very confident	Not at all confident	Don't know

Question 6: On a scale of 1 to 10 (where 1 is bad and 10 is good) how would you rate the overall behaviour in the school?									
1	2	3	4	5	6	7	8	9	10

Question 7: On a scale of 1 to 10 (where 1 is bad and 10 is good) how would you rate the overall behaviour in your class?									
1	2	3	4	5	6	7	8	9	10

Question 8: On a scale of 1 to 10 (where 1 is bad and 10 is good) how safe do you feel at school?									
1	2	3	4	5	6	7	8	9	10

Question 9: If you gave a score below 7 in Question 8, write where and when you feel least safe.

Question 10: What do you feel are the 3 most important ways in which the Headteacher and senior staff in your school can promote better behaviour? Please select a maximum of 3 answers	
High expectations of pupil behaviour are clearly and regularly communicated to pupils and parents.	
The Headteacher and senior staff often drop in to lessons.	
The Headteacher and senior staff tour the school regularly.	
The headteacher makes sure all staff apply the behaviour policy consistently.	
Staff receive professional development in behaviour management.	
Dealing with poor behaviour is discussed openly with senior staff.	
The school engages with parents on behavioural matters.	
School uniform rules are applied consistently.	
Other – please say how.	
Don't know.	

Question 11: Are you…			
Teaching staff	Teaching support staff	Non-teaching staff	Leadership

Question 12: In your experience does student bullying happen?

Never	Almost never	Rarely	Sometimes	Frequently	Very frequently
Question 13: Behaviour training - do you feel that (tick each one that applies to you)					
I would like more training to manage behaviour.					
Others in the school need more training to manage behaviour.					
Teachers in this school are generally well trained in behaviour management.					
I have been well trained by this school to manage behaviour.					
I have not been well trained by this school to manage behaviour.					
I have received some training in behaviour management but not enough.					
Don't know.					
Question 14: What does this school do well with regards to behaviour management?					
Question 15: Please use this box to record any comment you would like to make. All answers are anonymous.					

Thank you for answering this survey.

Appendix 18: Capturing Data on Children's Development of Learning Behaviours

This format may be useful to provide baseline and post-intervention data.

Learning Behaviour, e.g. Team Player				
Name	**Not Present**	**Emerging**	**Developing**	**Secure**