WHOLE SCHOOL

BEHAVIOUR FOR LEARNING POLICY

September 2026
Review: Sept 2027

Promoting Positive Behaviour

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CONTENTS

Key Beliefs	Page 3
Key Beliefs Explained	Page 4
Roles and Responsibilities	Page 10
Pupils Beyond	Page 12
Bullying	Page 13
Racist Language/Incidents	Page 13
Worrying/Unusual Behaviour	Page 13
Circle Time/PSHCE/SMSC	Page 14
Restraint	Page 14
Restricting Liberties	Page 15
The 'Telling' School	Page 16
Touching	Page 16
Holding	Page 16
Corporal Punishment	Page 16
Monitoring	Page 16
Continuing Professional Development	Page 16
Related/Linked policy documents & guidelines	Page 17
Staff Relationship Guidelines	Page 18

KEY BELIEFS

At Amberley Primary School we believe that:

- **pupils want to behave well**
- **pupils can learn to improve their behaviour**
- **mistakes are part of the learning process**
- **all adults can learn strategies to support pupils to improve their behaviour**

We adults can support our pupils by:

- **the quality of our relationships with each other and them**
- **the quality of our teaching**
- **the scaffolding we put in place**

The scaffolding consists of:

- **rights and responsibilities**
- **rules**
- **routines**
- **the language of choice**
- **rewards and sanctions**
- **reparation**
- **descriptive praise**

KEY BELIEFS EXPLAINED

At Amberley Primary School we believe that:

- **pupils want to behave well.** We believe that our pupils are happy when they behave well and when that behaviour is recognised by adults and their peers.

- **pupils can learn to improve their behaviou**r. Some of our pupils find learning difficult. Learning new behaviour is a task, just like learning to read or write.

- **mistakes are part of the learning process.** We understand poor behaviour as a mistake which can be rectified. We don't make a judgement about it – instead we support our pupils to get it right. Practice improves performance.

- **all adults can learn strategies to support pupils to improve their behaviour.**

Most adults have evolved ways of dealing with children's behaviour based usually on their experience of being parented or parenting. In most cases, these are either a barrier or not sufficiently thought through to be helpful in addressing the, sometimes, challenging behaviour of our pupils. Developing an understanding of why children behave as they do, a positive attitude to the child and his/her behaviour and effective strategies for managing that behaviour is a core requirement of the job. It requires a real commitment to ongoing professional development. As for the child, constant practice improves performance.

We adults can support our pupils by:

The quality of our relationships with each other and them

a) **our relationships with each other** are supported and developed by our Staff Relationship Guidelines. They provide a framework to help us to provide good models of behaviour at all times for our pupils, many of whom may have less helpful relationship models in life outside of school.

b) **the quality of our relationships with our pupils**.

These relationships are crucial. Each adult is a significant adult for our pupils. To foster successful, enabling relationships we need to:

- actively build trust and rapport – they have to be earned; they're not given
- demonstrate belief in the pupil – that s/he **can** succeed. Let the pupil know this
- treat the pupil with dignity and respect at all times e.g. by saying 'thank you'; by listening carefully
- listen respectfully to the pupil, and make a judgement about how/when to respond
- enjoy his/her company – have fun together, where and when appropriate
- hear the message behind the word/behaviour; ask yourself **why** the pupil is behaving in this way – there will always be a reason; the behaviour is a symptom
- see things through e.g. if pupils have to make up time, the teacher concerned must help them to do this during morning break/lunch time/after school
- keep our word – do whatever we say we will do
- tell the truth at all times – **never** lie to a pupil
- look for the good in the pupil – identify it with the child and build on it.
- apologise if you make a mistake – you are modelling this for the pupil and you will earn respect
- name and manage your own emotional reactions to pupils' behaviour i.e. demonstrate emotionally intelligent behaviour at all times
- let go of your memory/feelings of a pupil's previous bad behaviour – it's unhelpful history. Focus instead on getting it right in the future
- quietly but firmly hold appropriate boundaries for the pupils. Never let pupils do whatever they want, when this would infringe the rights or comfort of others.

The quality of the teaching we provide

If we are able to meet each child at his/her point of learning, in most cases poor behaviour is likely to decrease/disappear.
To do this we need to:

• accurately assess the pupils' learning e.g. learning ability, learning style and level of achievement in order to move them on
• plan to meet the pupils' range of needs e.g. equipment, seating, groupings, use of TA's
• know what the pupils **believe** they can do i.e. self esteem, self image and adjust expectations accordingly
• know what motivates each pupil and use it to help him/her achieve • carefully plan lessons to ensure that we meet each pupil at his/her point of learning i.e. the work should be not too easy, nor too hard and we should plan for success
• include the pupils in the target setting and evaluation process, using appropriate language (self assessment)
• give the pupils feedback on progress in a supportive way, focussing particularly on their achievements and what they need to do to make further progress
• praise the pupils for their specific achievements i.e. descriptive praise • actively teach the pupils positive learning behaviours, so that they know what to do to ensure successful lessons e.g. enter the room quietly, listen to the adults, think before you answer, choose who to sit with etc

The scaffolding we put in place – by this we mean all the things we do (see below) to support our pupils to manage their own behaviour successfully.

The scaffolding

Rights:

• All our pupils have a right to:

- learn, and to make demonstrable progress
- feel physically and emotionally safe at all times
- be treated with respect and dignity at all times
- express their feelings in an appropriate way (emotional intelligence)

• All our staff have a right to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times

- be treated with dignity and respect at all times
- express their feelings in an appropriate way (emotional intelligence)

Responsibilities:

- are linked to rights, and this should be made explicit to our pupils • all people at Amberley Primary School are responsible for their own behaviour.

Nobody makes us behave badly. We choose how to respond

• we can only change our own behaviour – not that of others. We can't make people do what they don't want to do

- we own our own feelings – others don't make us feel bad, angry etc

Rules support positive behaviour. They should be:

- few in number, ***we have chosen to follow 6 'Golden Rules' as part of our positive behaviour management policy:***

    1. Do be kind and helpful
    2. Do be gentle
    3. Do listen
    4. Do work hard
    5. Do be honest
    6. Do look after property

These golden rules have been:

- agreed with pupils
- written in a language the pupils can understand (including visual cues)
- stated in the positive
- regularly referred to by all staff with pupils
- prominently displayed in appropriate areas
- appropriate to the activity/place/age range

Routines support our pupils by fixing desired behaviours in their minds. They must be explicitly taught – don't assume they know them. You will need to teach

routines for all activities, including:

- ***the start/end of the day***
- ***moving from classroom to elsewhere e.g. dining hall, playtime***
- ***entering/leaving the classroom***
- ***answering the register***
- ***leaving the Hall after Assembly/PE lunch etc***
- ***giving and receiving commendations in class/Assembly***
- ***greeting visitors***
- ***moving from Circle time to small group/individual work***
- ***collecting equipment***

The more consistency there is over routines, the easier it is for our pupils e.g. cross department, cross class – to learn them.

The language of choice – This is part of helping our pupils to take responsibility for their behaviour. We actively encourage them to choose the right thing to do, by explaining the sanctions of their choices, both good and bad.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link sanctions to the choices they make, to help them make the best choice.

This language:
• increases pupils' sense of responsibility
• regards mistakes as part of learning
• removes the struggle for power
• is positive
• overtly links responsibility, choice and sanction
• helps them to take responsibility
• helps them to manage their own behaviour
• increases their independence

Rewards and Sanctions

Rewards
There can never be too many of these. They are part of the

'language' in this school.

They include:

• smiles,
• descriptive praise **(social rewards)**
• stickers, house points, certificates, invitations
• letters/notes to parents
• special responsibilities/privileges (**symbolic rewards)**

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Sanctions for negative behaviour

Behaviour Sanctions

Amberley Primary School has a range of sanctions to be employed as a consequence of negative behaviour and more hopefully as a deterrent.

(See 'Rewards and Sanctions' booklet for acceptable and agreed school sanctions including suspension and permanent exclusion. This booklet is shared with staff, pupils and parents and must be used consistently by all staff to support successful behaviour management).

It is important for our pupils to clearly link a specific behaviour with its sanction.

Reparation means repairing relationships, or 'making good' in some way We believe that pupils should always be given the opportunity to repair, and that they want to do this.

We support pupils to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

There are 4 steps:

Step 1
Adult rehearses with pupils how we sort things out at Amberley Primary School i.e. we take turns, we listen to each other, we think about what we did, how we will put it right, how we will do it better next time.

Step 2
Each pupil in turn takes responsibility for what it was s/he specifically did, and apologizes appropriately, Adult thanks each pupil for this using descriptive praise. (see below 2.4.8)

Step 3
Each pupil in turn promises that it won't happen again – sealed with a handshake and a smile. If the pupil is not ready to do this, wait and/or return to it at a later time. The handshake symbolises giving his/her word that it won't happen again. Each child then agrees that it has been sorted out to his/her satisfaction.

Step 4
Each pupil keeps to his agreement. If the behaviour is repeated, this process is repeated until the child has established the new behaviour.

Descriptive Praise
If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote e.g.

'I liked the way you lined up quietly'
'I noticed how kindly you supported '******'. Thank you'
'Thank you for returning to class so promptly' etc

We are also giving them positive feedback and personal recognition. This raises their self esteem and leads to improved behaviour. The use of descriptive praise is a feature of the Amberley Primary School language.

ROLES AND RESPONSIBILITIES RE: THIS POLICY

General
At Amberley Primary School we all have a responsibility to:

- read this policy
- understand it
- ensure that our practice is in line with it
- be proactive in implementing it
- continually seek to further improve our behaviour management skills

Specific

Teaching staff

- quality of teaching and learning in the classroom – ensuring appropriate adaptive teaching
- classroom climate – ensure that pupils feel emotionally and physically safe
- best planned use of teaching assistants, and other resources, to support learning and behavior
- advise and support other staff (eg support staff) on effective behaviour
- keep succinct, detailed records of incidents/improvements to monitor progress and to establish patterns (CPOMS)
- develop positive relationships with parents to support pupil behaviour

Teaching assistants

- to support the teacher, with teaching and behaviour management at all times
- to support the children, with learning and behaviour management at all times
- to support the development and maintenance of a positive classroom climate
- to help pupils to manage their behaviour positively in the playground at all times

SLT Staff

- to support teachers and teaching assistants to manage behaviour effectively
- through continuing professional development – **not** by doing it for staff
- to support pupils with understanding the school's approach to behaviour management
- to support parents with understanding the school's approach to behaviour management, and with behaviour management techniques

Pupils – as individuals, members of teams, members of the school community

- to understand the school's approach to behaviour management
- to improve their own behaviour, in line with our policy, so that they consistently show emotionally intelligent behaviour
- to support their peers to improve their behaviour, in line with our policy

Parents

- to support the school's approach to behaviour management, in line with this policy

Governors

- to understand and approve the school's policy
- to support the school with its implementation
- to hear the case for fixed term/permanent exclusions, and to decide on the
- appropriate course of action Our target is 0 permanent exclusions; we use
- fixed term exclusions rarely, and only to mark inappropriate /unsafe behavior for a pupil.

'PUPILS BEYOND' - ***The majority of pupils at Amberley Primary School respond positively when staff work within these guidelines.***

Universal behaviour systems are unlikely to meet the needs of <u>all</u> students. For pupils with more challenging behaviour, the approach should be adapted to individual needs.

<u>We do this by:</u>

• working in line with this Policy
• putting in more scaffolding, tailored to the specific needs of each pupil. This might include:
- changing the class group/input from the TA/varying the classroom management
- making the routines more detailed

- drawing up an Individual Behaviour Plan, detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).

(For advice with particular pupils, see your SLT member, in the first instance).

BULLYING

- we do not tolerate bullying at Amberley Primary School
- every instance needs to be addressed, in line with this policy, with each pupil involved taking responsibility for his/her actions, apologising and agreeing to stop the behaviour causing concern
- this agreement needs to be monitored by the class teacher/tutor to ensure that the bullying has ceased
- parents should be informed by the class teacher via meeting or by telephone
- if problems persist, they should be referred to one of the DSL team or headteacher
- bullying should **never** be ignored

RACIST LANGUAGE/INCIDENTS

Although quite rare, they are not acceptable at Amberley Primary School.

- They should be dealt with in line with this Policy.
- They MUST be recorded electronically in CPOMS

– they are reported to Governors termly.

- Sexist, homophobic, disability abuse - is not acceptable and should be dealt with in-line with this policy

WORRYING/UNUSUAL BEHAVIOUR: Child Protection

Staff must immediately report any worrying/unusual behaviour to our Designated Safeguarding Lead **(Mr Dawson) or Deputy Safeguarding Leads (S Hurst, L Blackett, D Low)**

Such behaviour may warrant involvement of parents, Social Services, Medical services or an assessment by the Educational Psychologist.

CIRCLE TIME/PSHCE/SMSC

This is a feature of our work at Amberley Primary School. It is part of:
• our whole school curriculum
• our behaviour management programme

In terms of our behaviour management programme, Circle Time/PSHCE/SMSC:

• promotes equality of value i.e. all people in the Circle are of equal value, as people
• gives all pupils a chance to speak and to be listened to
• specifically addresses behaviour, with the intention of:
- acknowledging feelings
- being non-judgmental
- giving feelings a language for expression
- looking for solutions

RESTRAINT – ***i.e. the positive application of sufficient force to ensure, by physical means alone, that a pupil does no injury either to him/herself, a member of staff, another pupil or property.***

The DfE Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England 2026 allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions, where reasonable, proportionate and necessary to ensure the safety of children.

The right for school staff to use reasonable force is further set out in the DFE document Behaviour in Schools, which states that members of staff have the power to use reasonable force to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property

- causing disorder among pupils at the school, whether during a teaching session or otherwise

Positive Handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It should be avoided where possible.

Reasonable minimal force must be a matter of personal judgement. All teachers have a professional 'duty of care' within their job description, which is underwritten by the Department of Education Teacher Standards.

Staff who are **likely to need** to use reasonable force and/or other restrictive interventions will be adequately trained in its safe and lawful use and in preventative strategies.

• should rarely be used, and only after all other interventions have been exhausted and only by staff who have had the recognized training
• should **only** be used if the pupil is putting himself or others in danger and where failure to intervene would constitute neglect
• if used, it must be recorded electronically in CPOMS
• an **Individual Risk Assessment** will need to be carried out **–** this might apply when an individual pupil/child needs physical interventions strategies as a part of an on-going behaviour management plan.
• staff need to be able to establish the possible sanctions of using a restraint
• update the pupil behaviour plan including the potential need for physical interventions and which have been successful & share with relevant colleagues
• if used, parent/carers need to be contacted before the child arrives home

RESTRICTING LIBERTIES – at Amberley Primary School, pupils may **never** be

• locked up
• left alone/unattended
• deprived of food/drink
• denied access to a toilet

THE 'TELLING' SCHOOL – we encourage pupils to

- tell an adult, if they see/know that someone is doing the wrong thing. We explain that this is how we look after each other – that it's a good thing to do.

Any child/adult who witnesses inappropriate behaviour, and says /does nothing is an accessory to that behaviour; is colluding with the wrong doing and giving permission to the perpetrator to do it.

We ***do not*** tolerate the concept of "grassing is a bad thing"- instead, we encourage and applaud it.

CORPORAL PUNISHMENT – is illegal and is never used at Amberley Primary School

TOUCHING – may be used **appropriately** e.g. pat on shoulder in a public place

HOLDING – by this we mean providing physical direction e.g. pupil is led away by hand/arm/around shoulder

- it falls short of restraint
- it is subject to considerations of sexual appropriateness and sensitivity
- is subject to interpretation, so must be used with care

MONITORING –

- we need consistent behaviour management throughout the school, appropriately adapted to the age/ability of the pupil
- we will observe and feedback to staff on observed good practice and areas for development (Teachers to TA's; Middle leaders to T's and TA's; SLT to all staff)

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) – In order to further improve practice, staff can:

- apply to go on individual courses out of school, as part of their individual Continuing Professional Development

- ask for in-house individual development opportunities e.g. by observation and learning dialogues with staff, with identified best practice
- attend whole school, and team training sessions on behaviour management

In conclusion, if each person in the school is effectively implementing this Policy, we will have a simple yet sophisticated technique for contributing to our Mission.

Furthermore, it will reduce stress levels on both staff and pupils and contribute to making it a privilege to work at Amberley Primary School.

Linked documents & policies to support effective management of behaviour for learning:

- Anti Bullying Policy
- Child on Child Abuse Policy
- Rewards and Sanctions Summary Document
- Order of Referral Guidelines
- Staff Code of Conduct
- Child protection and safeguarding policy
- Use of restrictive interventions and reasonable force policy
- E-Safety & acceptable use of Internet Policies

BSh Autumn 2026

STAFF RELATIONSHIPS GUIDELINES

Integrity is important in relationships - to help us achieve this, we have all agreed to consciously implement the following guidelines:

In general, we will:

- treat ourselves and each other with dignity and respect
- give and receive praise from each other frequently – using descriptive language and just saying “thank you”
- understand that we are responsible for our own behaviour – others don’t make us ‘**do**’ anything
- greet each other with a word & a smile
- see the funny side of things – laughing makes us feel better
- look for the ‘good’ reasons behind decisions / actions, and act accordingly
- look for solutions – not focus on problems – a ‘can do’ approach
- Remember: most communication occurs through our body language – facial expressions, tone of voice, stance…

If you feel you need help, approach:

- A peer
- Team Leader
- Member of the Senior Team
- Performance Management Reviewer

who have the skills to support you in addressing this problem so you achieve a positive outcome.

Conflicts MUST be addressed – feelings don't go away

To resolve any conflict, I will:

- sort out exactly what I am upset about
- speak to the other person, in order to resolve the situation (know your outcome)
- imagine why the other person said / did what s/he did (empathy)
- **tell** the other person what is upsetting you (and why)
- listen to his/her answer, trying to understand it from his/her point of view (empathy)
- agree a way forward
- forgive and let go

Reviewed and agreed: Autumn 2026