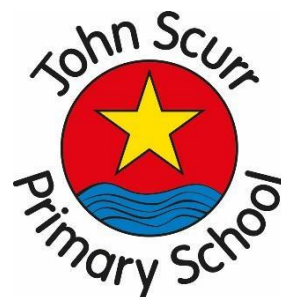


John Scurr Primary School

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Behaviour for Learning Policy

Reviewed by:	Leadership & Governing Body In consultation with all staff, parents and governors
Date:	January 2026
Review dates:	February 2026
Next Review	January 2027
Ratified by Governors:	Maria Lewington & Kevin Hinde
Governor Signature:	

Introduction

At John Scurr we will not accept discriminatory behaviour of any kind from any party. All children and adults have a right to be respected and the responsibility to give respect to others including those with Special Educational Needs. This is in accordance with the 2010 Equality Act. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. This policy will explain the ways in which we work together to ensure a positive and consistent approach.

Our Behaviour for Learning policy aims to:

- Encourage a calm, purposeful and happy atmosphere within the school
- Foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Encourage increasing independence and self-discipline so that children learn to accept responsibility for their own behaviour and learning
- Have a consistent approach to behaviour throughout the school with pupil co-operation and positive involvement of parents/carers
- Make clear boundaries of acceptable behaviour and ensure safety
- Raise awareness amongst children of the needs to recognize and manage their emotions and reactions
- Support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

At John Scurr, we believe that every behaviour is a form of communication and we follow a relational behaviour model understanding that:

- Behaviour is something to interpret
- Children and young people are prone to make mistakes and highly responsive to the environment and the context
- Behaviour management is predominantly through relationships
- Children who don't manage should be understood and included
- Boundaries and limits are to keep everyone safe and to meet everyone's needs
- Consequences are only used within a process of restore and repair
- 'Inappropriate' behaviour is a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
- The causes of the difficulties are mostly in the environment and within the context of relationships
- The solutions lie in understanding what the behaviour tells us about the child and their need
- Practice and policy effectiveness is measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

All groups within the school community have thought carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to school.

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Children will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the child and young people so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our child and young people's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

How we promote good behaviour:

We make clear our expectations of good behaviour through our school rules and a stepped behaviour management approach.

School rules:

- We are Kind
- We Try our Best

Classes are expected to display these rules and explore with children what each rule looks like in positive terms so that positive behaviour for learning can be supported.

- We lead by example.
- We praise and reward good behaviour both privately and publicly.
- Each child belongs in a House colour where they can earn House Points through showing kindness and trying their best.
- Each child has a coach, who they meet with three times a week in coaching circles
- We believe in the importance of calm discussion, reflection, restoration and acknowledge that encouragement is usually more effective than reprimands/ warnings.

Behaviour guidelines to support learning:

At John Scurr we believe we should help children to become independent and be able to take on responsibilities so that they are increasingly able to take control of their learning.

- We promote the 5Rs: Resilience, Resourcefulness, Respect, Reflection and Readiness by making reference to our values in all aspects of school life, within the classroom and beyond. Children's achievements are regularly celebrated against the 5Rs
- Ensure that children have a clear understanding of routines and procedures and promote excellent attendance and punctuality. We adopt a consistent approach throughout the school and the entire staff team is regularly updated on routines, procedures and protocols through CPD. Good attendance is celebrated on a daily and weekly basis.
- Use positive language to reinforce good behaviour and attitude. We celebrate our achievements. We adopt a consistent approach and strategies across the school to reinforce the high expectations held of our children. All staff praise good choices and behaviours with specific feedback encouraging children to be kind and to try their best.

How we respond to negative behaviour:

At John Scurr, we believe in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others. The aim is to encourage the children to make better choices in the future. This reflection is initially facilitated through dialogue followed by written reflections using a reflection sheet.

- In classes, we use a stepped approach to manage behaviour with the support of a visual prompt chart

We are kind and we try our best by being ready, respectful and safe

1. Step 1: My behaviour is not ready

*You need a reminder to regulate your behaviour, you've shown low level disorganisation and this is impacting on learning, you are not ready to learn and/or **you** are stopping others from learning.*

2. Step 2: My behaviour is not respectful

You have been reminded and someone may have shown you what is expected. You might need to be redirected for a short period of time. You need to reflect on your behaviour.

(Redirection may be through an alternative activity or going to a buddy class for a period of reflection with a reflection sheet).

3. Step 3: My behaviour is not safe

You have knowingly caused harm to another person or damage to school property. Or You are still showing step 2 behaviour after being redirected or reminded. Or Your actions or words are abusive – racist, homophobic or sexist. You need to reflect on your behaviour and this needs to be recorded. Your parents are spoken to at the end of the day and this is reported on CPOMS.

(SLT informed/involved)

Monitoring negative behaviour

Two or more incidences of Step 2 behaviour, in a week, to be logged on CPOMS. Any other relevant staff members, including senior management to be alerted as necessary so as to access and therefore track inappropriate behaviour to be able to plan strategies and support for the child to make better choices.

It also serves as a means of reporting on behaviour to governors and external agencies that may be working with the child. All behaviour is monitored by SLT as part of their weekly meetings and behaviour patterns are looked at closed by the whole staff every term. Governors receive information about racist or homophobic behaviour at their meetings.

ROLES, RIGHTS AND RESPONSIBILITIES

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

The role of pupils

- To be kind and try their best
- understand the consequences of breaking the school rules.
- Say, 'Stop it - I don't like it.' If another child is making them feel sad, angry or unsafe.

- To ask an adult for help if they feel any negative feelings.

The role of our staff:

- Create a culture of respect for all people.
- Provide positive role models at all times.
- Implement the school's rules, rewards and consequences fairly and consistently.
- Raise all children's self-esteem and develop their full potential.
- Provide a supportive but challenging, interesting and relevant curriculum.
- Create a safe and pleasant environment in the classroom and elsewhere, both physically and emotionally.
- Form a positive relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Recognise that children are individuals and be aware of their needs.

The role of our parents/carers:

- Show respect for all members of the school community.
- Be aware of the school rules, rewards and consequences.
- Ensure children attend regularly and punctually.
- Support their child's learning, and to co-operate with the school, as set out in the Home–School Agreement.
- Support the actions of the school when we have to use reasonable consequences with a child. If parents have any concerns about the way that their child has been treated, they should contact the school immediately.
- Encourage parents to check with class teacher (as first point of contact) for a fuller picture of an incident.
- Support their child in learning to resolve difficulties in a positive manner.

The role of our Governors:

- Promote and monitor the implementation of this policy;
- Promote whole school adherence to the practices within this policy;
- Ensure equality of delivery to individuals and groups through monitoring exclusions.

Training and communication:

All staff will have an introduction to the Behaviour System as part of their induction program to the school. The Behaviour System will be shared with all staff on a yearly basis.

Where members of staff have difficulties managing behaviour of individuals or groups, they can seek support from phase leaders and the senior leadership team. This may also involve the support from outside agencies.

Parents will receive training as part of PARENTS FORUMS and YEAR GROUP MEETINGS.

This Policy will also be available on the website.

How we respond to negative behaviours with children of trauma, SEMH needs and SEN:

- Staff will follow the school's procedures, fairly and consistently dealing with SEN children at a level that they can understand in order to have a positive and equitable approach for all children.
- We may have positive behaviour strategies including a Behaviour Support Plan, for individual children where the child needs extra support.
- The Family Support Worker and teaching assistants will work closely with teachers to monitor and support, through individual or group work.
- Where an individual child's behaviour is clearly outside of the scope of the behaviour policy due to potential SEMH, (Social, emotional, mental health difficulties) their behaviour might need additional support i.e. an individual behaviour chart or reward system. In this instance an immediate assessment of needs will be done and relevant agencies will be involved. This may include
 1. Child and Adult Mental Health Services (CAMHS)
 2. BASS Behaviour Support
 3. Support for Learning services (SLS)
- As assessments are completed, plans for the child will be modified in the light of advice and feedback. It is essential in these situations that parents/carers are fully involved in the process and that their needs and input is the clear focus in any plan for the child.

Suspension (Consequences of serious unacceptable behaviour):

We will always try to identify the causes of behaviour issues and promote strategies to support the child in order to modify their behaviour. We see suspension as a last resort. However, there are incidents or circumstances where it will be the only appropriate step. We follow the LBTH Suspension Guidelines in all matters involving Suspension.

Internal Suspension:

An internal suspension means that a child will complete their set work either in another classroom or in the office with a member of the Leadership or Senior Leadership Team for at least half a day. The duration will be dependent on the circumstance and history of behaviour. The child will not be permitted to be in the playground at break or lunchtime, unless supervised with a 1:1 adult, nor be able to attend an educational visit on that day. Repeated internal suspensions could result in a fixed term external suspension.

Fixed Term External Suspension:

If an incident may be deemed serious enough to consider fixed term suspension, the school will endeavour to contact the parents/carers on the day of the incident to inform them an investigation will take place. A letter will be sent home outlining the reasons for the suspension and the measures parents/carers can take in relation to them. If a place in an alternative provision has not been provided, the school will provide work for the length of the suspension. It is expected that this is returned to be marked. On return to school, the parents/carers and child will meet with a member of the Leadership Team at a re-integration meeting to discuss future actions to ensure the behaviour does not reoccur.

Incidents deemed serious enough to consider fixed term suspensions include:

- The pupil had failed to heed warnings about similar behaviour in the past
- The offence was premeditated
- There is a history of similar incidents (on CPOMs)
- The severity of the physical injury sustained and whether the injury was deliberately inflicted
- The victim was particularly vulnerable, e.g. much younger or weaker than the pupil
- The pupil has received significant support from the school in the past to modify behaviour
- The pupil encouraged others to behave inappropriately in relation to the offence
- The pupil shows no contrition or a willingness to accept responsibility for his/her actions

Pastoral Support Plans (PSP):

On very rare occasions, it may be felt that a child is at risk of permanent suspension due to the inappropriate behaviour or persistent poor behaviour being displayed. In this circumstance, the school will put a PSP into place in order to support the child and try to prevent the behaviour reoccurring. This plan will have a clear timeline and will involve the child, school and parents/carers working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Regular reviews will be organised to assess progress and make amendments as required. Where appropriate, other agencies, including the Behaviour Support Service (BASS) will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the child.

Health & Safety:

We will:

- Undertake a risk assessment of any children who display disruptive behaviour;
- Create a Positive Handling Plan for any child who requires positive handling;
- Train staff who may need to work with children who require positive handling;
- Ensure all staff are aware of the policy on positive handling of children.

Physical Intervention:

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation. However, the Education Act 1996 allows all teachers to use reasonable force to prevent a child from:

1. Assaulting or injuring another person;
2. Injuring themselves;
3. Putting himself/herself into danger (e.g., attempting to run away);
4. Damaging property.

For further details please see our Physical Restraint Policy.

Positive Handling at John Scurr Primary School

Positive handling is the positive application of force with the intention of protecting the child from harming him/herself or others or seriously damaging property.

Staff at John Scurr Primary School recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety and well-being. This sits within our Behaviour and Child Protection policies.

We provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations. Members of staff from across the school are trained by **Team Teach Ltd** and incidents are recorded in a Bound and Numbered book to ensure openness and honesty and to promote good practice.

Confiscating Items:

Unapproved items brought into school by children such as; sweets and electrical items may be confiscated by a member of staff and returned at a later time to the child or parent/carer. It must be made clear when such items will be returned and to whom. In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them until further guidance is given.

The Head teacher can authorise a search without consent for items including stolen property; this search would occur with the child present. This would only be used as a final resort and parents/carers of children affected would be informed as soon as is reasonably possible.

Incidents Outside of the School:

In accordance with the information published by the Department for Education entitled “Behaviour & Discipline in Schools”, the school has a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006, gives Head teachers a specific statutory power to regulate children’s behaviour in these circumstances “to such extent as is reasonable”. Examples of such unacceptable behaviour include:

- Taking part in any school-organised or school-related activity;
 - Travelling to or from school;
 - Wearing school uniform or in some other way identifiable as a child from John Scurr Primary School
- In extreme cases of unacceptable behaviour (such as cyber bullying) at any time, whether or not the conditions above apply, that:
- Could have repercussions for the orderly running of the school;
 - Poses a threat to another child or member of the public;
 - Could adversely affect the reputation of the school.

Health and Safety:

- Undertake a risk assessment of any children who displays disruptive behaviour.
- Create a Positive Handling Plan for any child who requires positive handling.
- Team-Teach trained staff to work with children who require positive handling.
- Ensure all staff is aware of the children on a positive handling plan.

Resources:

- We have expert advice and training to ensure we are up to date with LA and national initiatives.
- We use books, visuals and circle time material through weekly class Reflection Time and in whole school or phase assemblies to reinforce positive behaviour.

Please also refer to other linked policies/procedures:

- Inclusion
- Equalities Scheme
- Anti-bullying
- LBTH Exclusion Guidance
- Physical Restraint

We will know that Behaviour for Learning is outstanding when:

- The behaviour for learning has an impact on the attainment of pupils
- Our behaviour Monitoring system (CPOMs) shows a decrease in negative behaviour for targeted groups
- That children with persistence behavioural issues are well supported and their families are able to work in partnership with us to improve behaviour
- There is a consistent approach to the policy by all stakeholders
- Behaviour Monitoring is reported regularly to the Governing Body.