

Market Field School
Behaviour for Learning Policy

Approved by Head of School	21 st October 2024
Review Period	Annual
Next review	October 2025



Positive behaviour statement

We place the emotional, physical and social well-being of our students and staff at the forefront of all that we try to do.

Each of our schools differs in cohort and so has developed its own approach to behaviour and how it is managed.

Each school has a policy that covers this.

Each school then completes a termly report which includes incidents of behaviour to the full Trust Board. The reports are discussed and any changes are implemented and subject to continuous review and subsequent improvement.

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Section 1: Values, Vision and Ethos

Our School Values

At Market Field School we aim to enable all our pupils to feel safe, secure and valued. We will support them to reach their full potential and in making a positive contribution to the world around them.

Our pupils are at the centre of everything we do, every decision we make.

Our school values are;

- Respect,
- Excellence
- Friendship

These are important values which we will celebrate and promote continuously throughout school.

We endeavour to make sure that at our school these values run through all the school policies and practice.

Our School Vision

We aim to:

- Promote a positive and caring environment in which all staff and students feel valued and their successes and achievements are recognised and appreciated
- Enable every individual to be the best version of themselves they possibly can be
- Support students to enjoy fulfilling and rewarding lives
- Emphasise the need to respect and understand others
- Establish clear moral standards where students consider what is right and wrong and own their own behaviour
- Gain skills, knowledge and attitudes relevant to the world in which we live
- Prepare our students for adulthood.

In order to do this, we;

- Encourage a positive attitude to learning within a safe, happy environment.
- Promote high expectations and enable pupils to become independent responsible learners.
- Encourage a sense of respect for our community and our environment.
- Believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally, it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Our School Ethos

It is a core 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. This Behaviour for learning policy supports 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 and able to learn.

We always prioritise the safety of our students and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and students are vital. Our staff have clear and consistent boundaries and expectations. Equally, our staff are approachable and there to help. We understand that mistakes will be made and can be learned from. At Market Field we recognise that for some children and young people, specific approaches need to be used in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

Section 2: Learners at Market Field School

At Market Field School we offer 4 clear learning pathways for our learners which cater for a large range of academic, social and emotional needs. In the same way that our curriculum policy caters for a variety of academic needs, our behaviour policy has to provide consistency across a range of understanding, social and emotional abilities.

At Market Field School we want our Behaviour for Learning policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to engage with their learning.

We incorporate a holistic, whole person approach to ensure we are reflecting and planning for the needs of all our learners with complex layered needs.

Our continued philosophy is that Behaviour is a form of Communication and consequently all behaviours are happening for a reason – which will all be different depending on the circumstances of the individual. Some of our students experience overwhelm and sensory or anxiety based difficulties that affect their behaviour every day. For these students with the most complex difficulties, we need to provide understanding that their behaviour, while anti-social, is part of their needs. Where this is the case, a behaviour or risk reduction plan is written with parents or carers to ensure a consistent approach to supporting the development of their behaviour.

Learners who display, or are at risk of displaying behaviours which challenge, might need support which involves both positive support, such as positive behavioural support, and on occasion, some form of restrictive practice or intervention. Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm and be the least restrictive option.

Where specific needs are identified for individual students, or their behaviour sits outside of policy, their plan will be followed and staff working with those students will know the specifics of that plan to ensure the safety and well-being of both students and staff.

Staff at Market Field School

All adults can learn strategies to support learners to improve their behaviour. Most adults have evolved ways of responding to learners' behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Market Field School we encourage class teams and support staff to reflect on what may be the underlying issues that drive or trigger behaviour in learners and to think about ways of responding to behaviours that challenge in a non-judgemental and supportive way. This can be very difficult especially if a learner is aggressive or targeting others in a focused way. As a school we support class teams to develop their own emotional resilience through professional support. Thus may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond: lead professionals, Wellbeing team, Educational Psychologists, EWMHS or services accessed through social care.

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development – our commitment to Coaching and Mentoring, reflective practice and peer support improve practice, professional competence and responsibility.

Section 3: Pro-social behaviour

Pro-social behaviour is behaviour which is positive, helpful, and values social acceptance. It is the behaviour that we expect from all of our students, as much as possible.

ALL staff (and in many cases, our students) are expected to model pro-social behaviours at all times.

All staff (and in some circumstances, other students) will recognise pro-social behaviours in others and should demonstrate this through a response. Responses to pro-social behaviours are essential to motivate students to repeat pro-social behaviours. It is recognised that these responses will vary between pupils depending on their age, social, emotional and cognitive understanding.

Pro-social behaviour	Expected Response
Listen to instructions Complete tasks given Use kind words	<ul style="list-style-type: none">- Catch being good- Positive praise- Descriptive praise "I really liked it the way that you..."- Non-verbal recognition – smile, wink, nod, thumbs up.- Written feedback- Stickers/rewards if appropriate to needs of pupil- Dojo points
Put hand up to ask or answer questions Collect own equipment Take turns Share resources Ask for help when needed	<ul style="list-style-type: none">- Deputy Head Sticker- Reward time/Working for board- Catch being good- Positive praise- Non-verbal recognition – smile, wink, nod, thumbs up.- Descriptive praise "I really liked it the way that you..."- Dojo points
Work in a team Help another student Compliment others	<ul style="list-style-type: none">- Enter on/in class WOW board/book- Catch being good- Positive praise- Descriptive praise "I really liked it the way that you..."- Non-verbal recognition – smile, wink, nod, - thumbs up.- Dojo points
Achieving something new Persevering with a task Consistent pro-social behaviour	<ul style="list-style-type: none">- Communication with parents – class dojo- Head Teacher Sticker- Non-verbal recognition – smile, wink, nod, thumbs up.- Whole class praise (where appropriate)- Phone call to parents re pro-social behaviours- Post card home- Star of the week- Teacher recognition award- Head Teacher recognition award

- There are some students who do not like positive praise and this will have a de-motivating response. In these cases, staff will work on other ways to let them know they are doing well, including non-verbal communication, talking about a piece of work while within earshot. These will be individual to the pupil and rely on the relationships between staff and students.

Section 4: Supporting all Learners

Class teams and support staff can support our learners by:

- Being mindful and reflecting them on the quality of our relationships with each other and them.
- Reflecting and planning the “scaffolding” we put in place to help our learners to learn self-regulation skills.
- Observing, gathering and analysing data on behaviour – to ensure our interventions are personalised, well informed and planned according to the needs of each individual within the context of their class or within particular lessons on and off site.
- To work in close partnership with and communicate with our learners, their parents and carers and other professionals working with them such as the speech and language therapy team, wellbeing team, OT, etc.
- To invest time and allow safe spaces and opportunities for learners to practise these skills and make mistakes from which they can learn, develop and grow.

At Market Field, within each classroom, we use a variety of methods to support behaviour:

- Consistent, clear and realistic expectations
- Rules and boundaries
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour.

We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills. Learners are better able to behave well when their needs are well met in school, at home and in the community.

How learners behave gives us important information about how they are feeling. Our learners have a wide range of different communication styles and some of our learners are pre-verbal using Augmentative and Alternative Communication (AAC) systems to communicate their physical and emotional needs. Supporting learners to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner.

Our learners with the most complex needs will need a personalised approach to support them to manage their behaviour. Consideration must be given to sensory and emotional needs, pain thresholds, levels of stimulation and engagement.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a learner will make when learning to adapt or develop new behaviours.

Most of our learners learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process. We don't make a judgement about it – instead we support our learners to learn from it and work towards getting it right.

Section 5: Consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the student to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a student safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- student or young person escorted in social situations
- differentiated teaching space
- withdrawal from activities until behavior is deemed safe to access them. E.g. food technology lessons involving certain equipment
- Based on individual risk assessment, there may be occasions when individual pupil(s) may not be given permission to go out of the school for a period (for example, for the day on which the unacceptable behaviour took place or immediately after, or when persistent absconding from lessons is happening). Careful consideration, planning and communication needs to happen in these instances.
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the student upon return. In these instances, the Graduated Response document (Appendix 1) should be followed).

Educational consequences: at our school we use these to teach, encourage, support and motivate the student or young person to behave differently next time through better understanding.

Examples include:

- ensuring the student or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the student or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the student or young person to learn about the impact of certain actions and behaviours, providing the student or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships
- Asking the student to leave the group for a short period in order to calm down and think about the consequences of their actions and the effect on others in their school community
- Asking the student to leave the group for longer periods. Under these circumstances a member of staff team must supervise the student, when they are ready a discussion can be supported to explain reasons why and lesson time made up.

Section 6: Unsocial Behaviour

Usually, unsocial behaviour does not negatively impact on other students' learning, but that of the individual learner. Staff should strive to interpret unsocial behaviour as a communication of negative feelings and so differentiate or support. Educational or protective consequences should be used to support behaviour development as shown below.

Unsociable behaviour can be managed by staff within the classroom unless it is repeatedly happening, therefore becoming disruptive and antisocial.

Where the teacher of the class is not the tutor – e.g. in PE lessons, or in KS3/4 lessons, incidents of unsocial behaviour and responses/consequences must be fed back to the tutor so that monitoring can take place.

Unsocial behaviour	Expected Responses/consequences (pupil dependent)
Playing/ fiddling with equipment Rocking on their chair	Reminder of classroom rules. Reorientation to task Monitor and consider sensory need/input
Not listening to instructions Calling out/talking to friend	Reminder of classroom rules Reorientation to task Consider seating position, additional support for understanding. Adult support increased.
Choosing to do another activity than the one the class are doing(reading/drawing on whiteboard etc) Leaving the carpet during input/story without permission Refusing to complete the work set Leaving their desk without permission Refusing to get changed for PE	Reminder of expectations Adult support and intervention to ensure understanding. Consideration of underlying factors for behaviour Extra time to complete task with support. Contact with parents where appropriate.

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Section 7: Antisocial Behaviour

Anti-social behaviour can be difficult or dangerous - that causes harm to an individual, a group, the community, or the environment.

For all antisocial behaviour, logical consequences need to be given to support student development. These may be protective, educational, or both. Restore and reflect must also take place.

For individuals where antisocial behaviour is predictable and dangerous, a risk reduction plan is written and should be followed at all times.

Antisocial behaviour	Expected Responses (pupil dependent)
<p>Difficult</p> <p>Aggressive shouting/calling out disruptively</p> <p>Continued interruptions</p> <p>Swearing</p> <p>Answering back,</p> <p>Mimicking</p> <p>Name calling</p> <p>Lying</p> <p>Refusal to carry out an adult's request</p> <p>Threatening other students</p> <p>Distracting and/or disrupting others' learning by shouting, banging, making noises</p> <p>Throwing small equipment</p> <p>Leaving the classroom without permission</p> <p>Stealing</p>	<p>Clear instructions for behaviour/expectations</p> <p>Language of choice</p> <p>Warning/reminder of consequences</p> <p>De-escalation script "I can see there is a problem, I am here to help." "Talk and I will listen."</p> <p>Guide student away from situation or other children from situation.</p> <p>Educational/Protective consequences.</p> <p>Make up time missed from learning</p> <p>Restore and reflect</p> <p>All difficult behaviour that is unusual for the student must be recorded on CPOMS.</p>
<p>Dangerous</p> <p>Spitting (directly at another)</p> <p>Pushing aggressively</p> <p>Scratching</p> <p>Pinching</p> <p>Hitting</p> <p>Kicking</p> <p>Fighting</p> <p>Biting</p> <p>Punching</p> <p>Throwing furniture</p> <p>Hair pulling</p> <p>Damage to property/pushing over furniture</p>	<p>Clear instructions for behaviour/expectations</p> <p>Language of choice</p> <p>Warning/reminder of consequences</p> <p>De-escalation script "I can see there is a problem, I am here to help." "Talk and I will listen."</p> <p>Guide child away from situation or other children from situation.</p> <p>Fix and stabilise</p> <p>Where deemed necessary (Dangerous), physical intervention or restrictive physical intervention following Principles of Restraint Reduction (Appendix 2)</p> <p>Educational/Protective consequences.</p> <p>Make up time missed from learning</p> <p>Restore and reflect</p> <p>ALL dangerous behaviour must be recorded onto CPOMS.</p>

Bullying of any form is considered antisocial, including racist, sexist and homophobic bullying.

Bullying happens when the behaviour towards another individual is persistent and constant. This could be verbal, physical or online. Where behaviour is considered bullying, it must be reported to the Head Teacher and recorded. The anti-bullying policy must be followed.

Section 8: Unforeseeable Behaviour

Unforeseeable behaviours are behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur.

In the incident of an unforeseeable behaviour, staff should contact SLT as soon as it is safe to do so and Essex steps should be followed to de-escalate where possible.

Any unforeseeable behaviour should be recorded as soon as it is safe to do so using CPOMS. Members of SLT will work with the class lead to decide if a risk assessment or risk reduction plan is needed for the student.

Restore and reflect will take place with all students involved, as well as staff.

Section 9: Communication, Recording and Monitoring

All behaviour that is not usual for each student should be fed back to the class lead and recorded on CPOMS. It is the role of the class lead or tutor to communicate this with parents/carers where necessary.

In order to record on CPOMS, staff should use the 'behaviour' section and choose the appropriate options. Where behaviour is usual, this will be monitored by the behaviour and safeguarding leads as well as the class lead. All recording should be factual and no opinions given.

Any behaviour of concern should be discussed with parents/carers. Class Leads will need to decide whether this should be through class dojo, email or phone call, depending on individual students' circumstances.

All incidents which involve restrictive physical intervention must be reported to parents the same day.

Members of SLT may contact parents depending on the severity of the incident or in the absence of the class lead.

Every member of staff has a responsibility to help maintain good standards of behaviour throughout the school. Part of the role of members of the senior leadership and extended senior leadership team is to enable and support staff to do this.

Behaviour and student issues are also monitored by the Assistant Headteacher with responsibility for behaviour. Weekly meetings with the Deputy Headteacher take place to discuss any concerns for behaviour, which are shared with the Headteacher. Both the Assistant Headteacher and Deputy Headteacher attend weekly safeguarding meetings and share any concerns.

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Section 10: Exclusions

It is only the Head Teacher, or in her absence, the Deputy Head Teacher that can make the decision to exclude a student. Statutory procedures must be followed.

Internal isolation

Internal isolation is a sanction that will usually be imposed for serious incidents or persistent difficult and lower-level unsafe or inappropriate behaviour. Internal isolation can be imposed only by senior staff and involves a student working away from their peers for a period of a half day to a whole day to reflect and consider actions.

During this time the student will work in a room or area under the supervision of a senior member of staff and will do work set by the student's teacher. During internal isolation the student will not have their break with other students but will be given frequent short toilet breaks and supervised at lunch. During internal isolation, the student will usually work quietly.

The supervising member of staff will speak to the student at some point in the exclusion period about why they have received the sanction and how to avoid a similar situation in the future. Internal isolation is a serious sanction and the student should see it as such, with the loss of privileges and exclusion from peers making it something they would not want to be repeated.

Parents will be notified of internal isolation by telephone and/or letter as in the case of fixed term exclusion. It is expected that internal isolation will not generally be used for primary students. The decision and rationale for internal isolation as a sanction will be recorded on CPOMS.

External exclusion

There are two kinds of exclusion:

- Suspension
- Permanent exclusion

Reasons for exclusion

Suspension

Students may receive a Suspension for the following types of behaviour: (this list is not exhaustive but indicates the *type* of activities)

- Physical or verbal abuse, bullying, including racist, sexist and homophobic bullying and child on child abuse
- Sexual abuse
- On-line bullying
- Vandalism
- Intentionally hurting other students or staff
- Stealing
- Bringing banned substances to school
- Persistent refusal to comply
- Persistently disrupting learning
- Activities outside of school where police are involved (depending on severity)

Permanent Exclusion:

Students may receive a permanent exclusion for the following types of behaviour: (this list is not exhaustive but indicates the *type* of activities)

- Bringing a weapon to school
- Bringing drugs to school, intending to supply
- Serious assault on another student
- Serious assault on an adult
- Persistent dangerous behaviour
- Persistent threatening behaviour
- Persistent bullying, including racist, homophobic and sexist bullying
- Persistent voicing of extremist views
- Serious activities outside school where police are involved e.g. arson

For any suspension, students are expected to attend a ‘return to school’ interview with the Headteacher or SLT member in her absence.

Exclusion and disability

Students are only excluded on disciplinary grounds, never as a result of their academic ability or their disabilities. However, a student with a diagnosis related to behaviour may be excluded in order to keep them or others safe.

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Appendix 1: Graduated Response Document



Therapeutic Thinking Graduated Response

Universal Behaviour Curriculum	<ul style="list-style-type: none"> <input type="checkbox"/> Teach pro-social behaviour. <input type="checkbox"/> Include within pupil induction. <input type="checkbox"/> Establish routines. <input type="checkbox"/> Staff role-model expectations. <input type="checkbox"/> Create positive relationships. <input type="checkbox"/> Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	<ul style="list-style-type: none"> <input type="checkbox"/> Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. <input type="checkbox"/> Check if the identified behaviour is covered in policy. <input type="checkbox"/> Follow the policy. <input type="checkbox"/> Record the impact of policy on pupil's behaviour. <input type="checkbox"/> Analyse the dynamic using the inclusion circles. <input type="checkbox"/> If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the behaviour factually and unemotionally. <input type="checkbox"/> Gather appropriate and authentic pupil voice. <input type="checkbox"/> Gather information from relevant parties, including multi-agency colleagues, in respect of: <ul style="list-style-type: none"> o Function of behaviour o Health and wellbeing o Context o Cultural expectations <input type="checkbox"/> Use the collated information to Assess, Plan, Do, Review. <input type="checkbox"/> Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	<ul style="list-style-type: none"> <input type="checkbox"/> Update Early Prognosis document. <input type="checkbox"/> Complete Risk Calculator. <input type="checkbox"/> Identify any protective consequences needed. <input type="checkbox"/> Identify educational consequences needed. <input type="checkbox"/> Complete Subconscious and Conscious checklists. <input type="checkbox"/> Complete Anxiety Analysis over a period of time. <input type="checkbox"/> Identify factors the child can't cope with and which they can't cope without. <input type="checkbox"/> Use all preceding analysis to create a Predict, Prevent & Progress plan. <input type="checkbox"/> Review the plan regularly. <input type="checkbox"/> Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). <input type="checkbox"/> Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. <input type="checkbox"/> Complete a Therapeutic Plan as a result of the completed analysis documents. <input type="checkbox"/> Continue Assess, Plan, Do, Review cycles. <input type="checkbox"/> Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix 2: Therapeutic Thinking physical intervention guidance

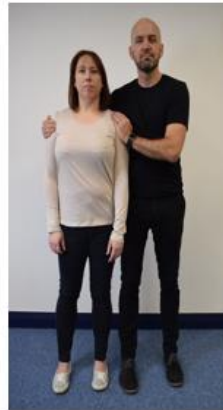
The main physical intervention techniques we use to support pupils:

(NB: These are the main interventions used, other Therapeutic thinking guides will be used where more appropriate for the situation)

Supportive hug

To support, guide or escort or to communicate comfort or reward:

- Stance
- Hip to hip
- Closed mittens around each shoulder
- Communicate intention, consider de-escalation script



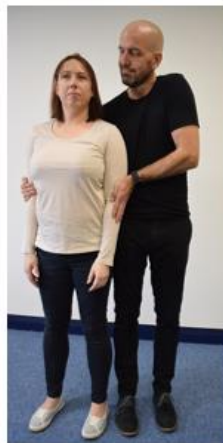
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Supportive arm

To support, guide or escort

- Stance
- Maintain penguin shape
- Hip to hip
- Closed mittens above or around each elbow
- Communicate intention, consider de-escalation script



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Main Restrictive Physical Intervention techniques used:

(Some pupils may have an alternative technique in their individualised therapeutic plan to support them.)

Elbow tuck – figure of 4



- Outside hand thumb on top
- Inside hand reaches over forearm

- Hold child without grip
- Hold your own arm with a secure grip



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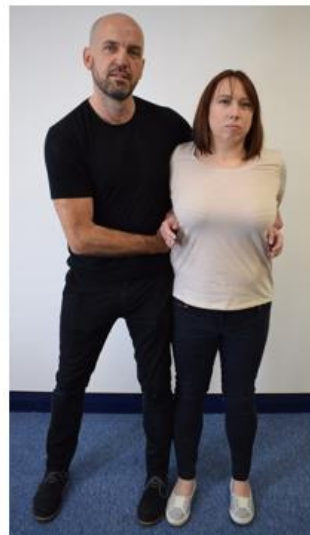


Elbow tuck – lone worker

Context:

Elbow tuck lone worker presents an increased risk to the backs of adults.

Lone worker should be used only where staff have a height and weight advantage and only where the assistance of another adult is not possible.



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