

The background features a light blue field with two large yellow squares. Each square contains a blue geometric pattern of overlapping lines and shapes. A yellow network diagram, consisting of interconnected nodes and lines, is overlaid across the center of the image.

Behaviour at SPES

Rather than responding reactively to escalated behaviour incidents, we want to cultivate an effective pupil culture. This in turn prevents frequent disruption, fosters learning behaviours and therefore enables all pupils to be more successful at school. Through pupil culture, we can encourage pupils to behave in ways that are more conducive to them accessing learning (Coe et al, 2020; Bennett, 2017).

The background features a light blue field with two yellow rectangular areas. Each yellow area contains a stylized house icon in light blue. A network diagram, consisting of yellow nodes and connecting lines, is overlaid on the entire scene.

**What are the current
issues?**

Our new behaviour policy- clear expectations and boundaries

- 5 step policy**
- In playground**
- Wrap around care**

The background features a light blue field with a repeating pattern of stylized yellow house icons. The houses have a simple roofline and a chimney. Below the houses, there is a pattern of yellow interlocking gears or mechanical parts. The text is centered in a dark blue, sans-serif font.

**What's the key to
making this work?**

Building an effective pupil culture is likely to take time, as behaviours become ingrained over a long period of time and are difficult to change. It is for this reason that a concerted whole-school effort is needed that can consistently and repeatedly normalise positive behaviours (EEF, 2019).

Our new behaviour policy:

- sees behaviour as communication;
- recognises that children need to learn to become aware of their feelings/emotions, communicate them, and be able to regulate them in order to manage their behaviours;
- focuses on developing positive relationships.

Emotion coaching steps

Step 1	Recognise, show empathy, sooth and calm	“I understand.... I know it’s hard”
Step 2	Validate feelings and label	“I can see/I wonder if you feel”
Step 3	Set limits on behaviour	“Even when we feel like that, we mustn’t”
Step 4	Problem solve together	“Let’s sort this out together.”

An enabling environment to support emotional literacy development

- Zones of regulation displays- vocabulary around emotions/tools(strategy cards)
- A 'Thinking table/area – containing zones strategy cards
- A calm box/area with calming activities such as jigsaws, sorting, counting, putty/plasticine
- A movement zone/movement breaks
- Level Up energy references to zones.
- A calm environment with no shouting or sarcasm with an emphasis on building up relationships with the children.
- Posters of St Peter's way and ladders

Key reading

- Allen, T., Riley, K., Coates, M. (2020) Belonging, behaviour and inclusion in schools: what does the research tell us?
- Darling-Hammond, L., & Cook-Harvey, C. M. (2018). Educating the Whole Child: Improving School Climate to Support Student Success. Learning Policy Institute.
- Chapman, R. L., Buckley, L., & Sheehan, M. (2013). School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review. *Educational Psychology Review*, 25(1), 95–114.
- Chetty, R., Friedman, J. N., Rockoff, J. E. (2014). Measuring the Impacts of Teachers II: Teacher Value-Added and Pupil Outcomes in Adulthood. *American Economic Review*, 104(9), 2633–2679.
- Coe, R., Rauch, C. J., Kime, S., & Singleton, D. (2020). Great teaching toolkit: evidence review.
- Education Endowment Foundation (2019a). Improving Behaviour in Schools. Education Endowment Foundation.
- Education Endowment Foundation (2019b). Improving Social and Emotional Learning in Primary Schools. Guidance Report.