

Staverton C of E Primary School

Behaviour for learning policy

1. Introduction

Our behaviour for learning policy is designed with a belief that every child at Staverton can be successful, learn and achieve. We expect high standards from our pupils in terms of work and behaviour and believe that good behaviour is essential if effective teaching and learning are to take place. We emphasise the needs for all pupils and staff to respect each other and those who work with them. The policy has been written so that all of us - members of staff, parents, carers, pupils, and governors - can work together to maintain outstanding behaviour, attitudes and standards of work.

2. Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective lifelong learning.

At Staverton we have one overarching school rule:

‘We always look after everyone and everything’.

In addition to this rule, we believe that all members of the school community have core rights and responsibilities.

We have rights	We have responsibilities
<ul style="list-style-type: none"> • To feel safe in school, emotionally and physically • To be treated with respect regardless of ability, disability, race or gender • To be treated fairly • To choose whether to lend your things to other people • To have your opinion heard • To learn without interference from others • To have the opportunity to learn from our mistakes • To be part of a high-quality learning environment 	<ul style="list-style-type: none"> • To make others feel safe in school, emotionally and physically • To treat other people with respect • To be fair in how you do things • To look after equipment • To listen to others when they express their opinion and consider their point of view • To let everyone else learn • To understand and accept that all people make mistakes • To ensure you treat the learning environment with respect and ensure it is clean and tidy • To try your best and ‘have a go’

We believe that these rights and responsibilities are encapsulated within the school's values.

Values	Key skills underpinning the value
Resilience	<ul style="list-style-type: none"> • Don't give up • Keep improving • Have a go • Concentrate • Be curious

Respect	<ul style="list-style-type: none"> • Help others • Cooperate • Good manners • Share • Take Care (e.g. of yourself, others, the school and our world)
Aspiration	<ul style="list-style-type: none"> • Be proud • Challenge yourself • Aspire to be the best • Love what you do • Stand up for what you believe
Compassion	<ul style="list-style-type: none"> • Support others • Care about people and the world • Encourage others
Working together	<ul style="list-style-type: none"> • Collaboration • Teamwork • Set good examples
Community	<ul style="list-style-type: none"> • To be active members of the wider local and global community • British values • Understand that everyone is different

3. Encouraging Positive Behaviour

Encouraging outstanding behaviour for learning is the responsibility of everyone in the school. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. It is our intention to reward and promote appropriate behaviour and challenge and change inappropriate behaviour through the public and private recognition of what is good (further details of this are included in sections 5 and 8).

Fundamental to this is the understanding that every child is entitled to a 'fresh start' each day.

4. Consequences for making the wrong choices

Poor behaviour is the responsibility of all adults - teachers, support staff and parents. The school believes that we all need to work together to ensure a consistent approach to the behaviour of pupils in the school. The majority of the children in our school respond to a clear reminder of the appropriate behaviour they should be displaying. For those children who find it harder to behave and abide by the rules, staff use a number of management strategies and techniques. These strategies are based on the belief that children who display inappropriate behaviour have either not yet learned the appropriate behaviour or currently lack the skills set to behave appropriately. Staff at Staverton Primary School have a wide repertoire of behaviour management strategies and techniques to help modify unwanted behaviour. Some of these strategies and techniques include:

- Positive reinforcement of appropriate behaviour
- Use knowledge of the pupil to prevent poor behaviours before sanctions are necessary
- Tactical ignoring of inappropriate behaviour and reinforcement of positive behaviour
- Modelling of appropriate responses and behaviour by staff, parents and peers

- Non-verbal communication - a shake of the head; a finger to your lips and the use of eye contact
- Setting clear boundaries
- Providing structure and routine where the children learn to predict events and the consequences of his/her actions
- Providing a high level of consistency between all adults who work with the children
- Direct identification of inappropriate behaviour e.g. 'You are out of your seat' as opposed to 'why are you out of your seat?'
- Use of verbal and non-verbal praise
- Using the language of choices - making good choices and wrong choices
- Using language linking to the school values e.g. 'you were not showing respect when you said that'
- Reiterating what the good choice would be and then providing thinking time for the child to adapt their behaviour
- Talking through the good choices the children could have made instead
- Setting small achievable tasks to increase confidence
- Reminding and prompting and encouraging- verbal, physical and gestural to make good choices
- A member of staff gives a verbal warning and the inappropriate behaviour is explained; expectations for improvement are given

The use of these consequences should be characterised by certain features:

- Issues should be dealt with calmly, without a raised voice but firmly, referring to why the action is being taken and what that action is.
- Adults should not use any form of degrading treatment or language to 'punish' a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils and young people is not acceptable in any situation.
- Although persistent/serious misbehaviour needs recording, every pupil must feel that every session is a fresh start.
- It is the behaviour of the pupil that is being questioned, not the pupil.
- If severe behaviour occurs e.g. racism, homophobic or transphobic, bullying, vandalism or aggression towards staff members- the pupil in question will be referred to a member of the Senior Leadership Team who will decide the most appropriate cause of action.
- When staff are talking about a child's behaviour it should be focused on specific needs and challenges. Language that describes the child or that is not specific to the behaviour is unhelpful in finding solutions to challenging behaviour.
- Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences for inappropriate behaviour to protect the security and stability of the school community. Within school we have a framework for identifying the consequences positive and negative behaviours. This is based around our Cloud System.



5. The Cloud System




This system is used as a way of promoting the positive behaviour we wish to see in all our pupils. All children start the day with their name on the sun. The expectation is that children will remain on the sun or progress to the rainbow or golden class animal. Staying on the sun means the pupil is doing exactly what is expected of them e.g. following the school rule, listening, following instructions and working hard in lessons.

The principles behind the system are:

- Children get recognition for doing the right thing and doing what is expected of them
- No child is neutral; no child is forgotten or overlooked - The child who does everything expected of them in a quiet, unassuming way is still recognised if s/he is on the sun
- There is a presumption that the majority of children will be on the sun all the time
- Children who move away from sun can work their way back. Pupils can turn a situation around by showing that they can make the right choices
- The consequences for not doing the right thing are clear
- All adults take responsibility for promoting positive behaviour
- The head teacher and members of the Senior Leadership Team are the last resort
- Behaviour can be nudged in the right direction
- Every day is a new start
- The value of getting on the rainbow or golden class animal and the shock of going on dark cloud can only be maintained if they are not overused

It is vital that principles of The Cloud System are used constantly across the school (see also section 10 relating to children with particular needs). To aid this, the expected rewards and consequences for each stage of the system are outlined in the following table:

	Behaviour choices	Consequences	Teacher strategies and actions
Golden class animal	<ul style="list-style-type: none"> • I have demonstrated outstanding behaviour or learning in class. • I have been a truly outstanding model of the school's values. 	<ul style="list-style-type: none"> • I have achieved something I should be really proud of. • The adults at home, the whole class and the headteacher will be proud of me. • My teacher will tell the adults at home about the wonderful things I have done. • I will get a certificate from the headteacher. 	<ul style="list-style-type: none"> • Sent to the headteacher. • Name will be recorded in the Excellence Book (these names will be shared in whole school assembly). • Headteacher award certificate and sticker will be given. • Teacher will share good news with parents/carers. • Success shared with class.
 Rainbow	<ul style="list-style-type: none"> • I am consistently making the right choices even when it is difficult. • I am an excellent model of the school values. • I take on extra responsibilities. 	<ul style="list-style-type: none"> • You are proud of yourself and other people are proud of you. • You are maximising your learning and producing work that is your absolute best. • You are a role model to other children. • You will earn stickers, house point and class-based rewards. • You might be given a special job or responsibility. • Your teacher will share the good news with your adults at home. 	<ul style="list-style-type: none"> • Teacher gives verbal praise. • Teacher gives house points. • Class based reward system can be used. • Teacher can give stickers. • Teacher will share good news with parents. • Teachers may give out special jobs/responsibilities.
 Sun	<ul style="list-style-type: none"> • I make the right choices in class. • I follow the school rule and fulfil my responsibilities. • I treat others as I would like to be treated. • I demonstrate the school values. 	<ul style="list-style-type: none"> • You are proud of yourself and other people are proud of you. • You are maximising your learning. • You will earn house points. • You will earn class-based rewards. 	<ul style="list-style-type: none"> • Teacher gives verbal praise. • Teacher gives house points. • Class based reward can be used.

	<ul style="list-style-type: none"> • I look after my environment. 		
 1st/2nd Warning	<ul style="list-style-type: none"> • I am beginning to make the wrong choices. • I will think about how to turn it around. 	<ul style="list-style-type: none"> • I am beginning not to learn, and others may not want to be around me. • I am disturbing the learning of my friends. • I will receive a 1st warning and will then have a chance to change my behaviour. • If I don't change my behaviour, I will receive a 2nd warning. • If my teacher has to tell me again, I will be moved to White Cloud. 	<ul style="list-style-type: none"> • The teacher uses a range of low-level behaviour management approaches such as physical proximity, identifying positive behaviours and non-verbal strategies. • The teacher will give the pupil time to make a choice. • The teacher will issue warnings to clearly identify the desired behaviour. • The teacher will record child's initials on the board. These will be removed once the child has turned the behaviour around.
 White cloud	<ul style="list-style-type: none"> • I am behaving in a way that stops my learning and the learning of others. • I have made poor choices. 	<ul style="list-style-type: none"> • I may be moved away from my friends. • I may be moved to another class. • I will need to see the teacher at the end of the lesson. • I have disrupted learning. • Other people may be hurt or upset. • My teacher will be disappointed in my behaviour. 	<ul style="list-style-type: none"> • The teacher sees the child at the end of the lesson. • If the child manages to turn the behaviour around, they can be moved back onto the sun. • If behaviour choices continue to be poor, then the child moves to dark cloud.
 Dark Cloud	<ul style="list-style-type: none"> • I have made a poor choice and I am not responding to adults who are trying to help me. 	<ul style="list-style-type: none"> • I have disrupted my own learning and the learning of others. • Other people may be hurt or upset. • I have been moved away from my friends. • I may be moved to another class. • I will miss all or part of my lunchtime. • I may be sent to the head or deputy. 	<ul style="list-style-type: none"> • The child will miss all or part of their lunchtime depending on age and needs. • The child will complete a restorative justice form to allow to explore their poor choices and think of ways to make it right. • Lunchtime sessions will be run by a Thrive practitioner. • The teacher contacts parents/carers at the end of the day. • A record the behaviour is made on CPOMS in order to monitor any patterns or behaviour. Persistent incidents will result in a referral for Thrive, pastoral support programmes and/or behaviour support. • A child cannot be moved off dark cloud until the missed lunchtime is completed.

NB: Dark cloud is not to be used for finishing work. This must be covered within class. Playtime behaviour is managed using this system.

In addition to the above, each week class teachers will select one pupil who has demonstrated something outstanding during the week (this may be behaviour, a piece of work or an achievement). This child will be awarded a Star of the Week certificate in whole

school assembly. They will also be invited to have 'Tea with the Headteacher' on Friday afternoon.

House points earned through this system will be collated over the course of each term and the house with the most points will earn a reward. Rewards will occur at the end of terms 2, 4 and 6.

The majority of the time The Cloud System should be consistently adhered to. However, for any very serious incidents that take place whether in the classroom or on the playground the system should be bypassed and the pupils should be sent to the head, deputy or senior member of staff. These include:

- violence - throwing things and physically assaulting others
- serious fighting
- swearing or abusive language directed at anybody
- walking or running out of the classroom or school without permission - irrespective of how upset the child may be.

It is a priority that the learning of the class is not affected by the behaviour of an individual child. If necessary, the child demonstrating the unacceptable behaviour will need to work with an adult away from the class so that the learning in the class is not disrupted.

NB: No child may be left to work alone outside a classroom or in a corridor.

Where there has been a disruptive incident that may affect other pupils well-being, a member of staff will talk to these pupils as soon as possible after the event to ensure that they are reassured by the actions taken and feel safe to continue in their daily routines. Support will be given by a member of the Senior Management Team to a member of staff who may have been subject to violent or verbal incidents involving children.

6. Exclusion

The headteacher reserves the right to exclude (either fixed term or permanently) if the behaviour of a child is particularly severe. *Please refer to the Wiltshire and DFE Exclusion policy.*

Fixed term exclusions: up to 5 days at a time may be used in response to behavioural concerns that represent a serious breach of behaviour rules either in a single incident or a clustering of incidents. Exclusions over 5 days at a time necessitate school-provided offsite education provision.

Permanent exclusions: used in the very most extreme cases or as a last resort when all other avenues have been fully explored. It may arise as a result of a single incident or at the end of a series of other interventions (including fixed term exclusion). Single incidents may include physical assault on staff, serious violent incident, possession of an offensive weapon/dangerous object, major damage to property, malicious accusations about staff. In this instance the Headteacher must consult with the Chair of Governing Body and the Local Authority.



Exclusion of either type will generally be a last resort, but the following points need to be considered:

- Does the behaviour pose a risk to the safety of the pupil, other pupils or staff?
- Is the behaviour having an ongoing detrimental effect on learning?
- Will an exclusion place the child at risk?

Following exclusion, a reintegration meeting will be arranged for the pupils and their parents. The purpose of this meeting is to:

- Emphasise the importance of the parents working with the school to take joint responsibility for the child's behaviour
- Discuss how behaviour problems can be address
- Explore wider issues and any circumstances that may be affecting the pupil's behaviour
- Reach agreement on how the pupil's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour
- Create a forum for a discussion what support could be put in place for the parents

7. Lunchtime

	Behaviour	MDSA Actions
Rewards	<ul style="list-style-type: none"> • Consistently excellent behaviour • Helping other pupils or staff 	<ul style="list-style-type: none"> • House points given that are added to the classroom collection pots at the end of lunchtime • MDSA may give the child a special job or responsibility • MDSA to share good news with class teacher who will then decide if a change to the pupil's cloud system status is needed. • MDSA to share exceptional behaviour with senior staff
 1st/2nd Warning	<ul style="list-style-type: none"> • Behaviour is in appropriate e.g. too rough • Children are beginning to be hurt/upset 	<ul style="list-style-type: none"> • 1st warning given – children will then have a chance to change their behaviour. • If I don't change in behaviour 2nd warning given. • If still no change, move to Time Out
 Time Out	<ul style="list-style-type: none"> • Persistent inappropriate (following 1st and 2nd warning) Time Out can be immediately given if a child: • Refuses to do what a grown-up has asked • Is rude to adults or other children • Intentionally damages school property 	<ul style="list-style-type: none"> • Stand by the wall (location to be dependent on playground) - The duration of this period should be no more than 5 minutes to allow children the chance to change their behaviour.
Senior Staff	<ul style="list-style-type: none"> • Persistent time outs within the same lunchtime 	<ul style="list-style-type: none"> • MDSA or Senior MDSA will contact the first available senior member of staff. In most cases this will be the Head or deputy headteacher. If they are not available, the SENDCo will be called.

	<p>Senior staff can be immediately called if a child:</p> <ul style="list-style-type: none"> • Is behaving in a dangerous way that places themselves or others at immediate risk • Bullying, racist or homophobic behaviours • Attempts to leave the school site 	<ul style="list-style-type: none"> • In the event that no senior staff can be found, the class teacher will be called. • Class teachers and/or senior staff should decide if the child's cloud system status should be changed.
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NB: decisions to place children on dark cloud rest with the class teacher or senior staff.

This system is not to be necessarily used for situations where a child is demonstrating that they are struggling to acquire a certain skill set such as sharing. At these times it is the responsibility of the adult on duty to support the children in finding a solution and engaging with the children to get the play back on track. Adults should be using the restorative justice language when working with children.

8. Class-based rewards

At Staverton, class-based rewards form an integral tier of our behaviour policy. These take the form of items that are collected by the class. Each class has a different item to collect and this will be linked to the class animal. Before collection begins, the class choose what they would like as their reward. This can be a fun activity but must be educational in nature. The class earn their reward once they have collected 50 items. At this point a new reward is chosen, the amount of items is reset to zero and collection begins again.

Note: Class-based rewards do not replace or alter the central Cloud system.

9. Positive Approaches to support children with changing their behaviour

We strongly believe that, as well as managing behaviour, pupils need to be taught the appropriate skills to be able to change and adapt their behaviour. At Staverton Primary school we have a range of approaches to support children in developing their social, emotional and behavioural skills. These approaches include:

➤ Restorative Approaches

All members of staff will use restorative questioning, when appropriate, to help pupils to understand the consequences of an incident when it has occurred both in and outside the classroom. Restorative questions include:

- What happened?
- Who has been affected by what has happened?
- What do you need to do to make things better?
- What do you need to do to stop this happening again?

These questions form the basis of the restorative justice form children complete if they reach Dark Cloud.

➤ PSHE

- PSHE sessions can be used to reinforce a group problem solving approach to finding solutions to specific issues that have arisen.

➤ Talk time

- This provides children with the opportunity for one-to-one time with the class teacher, teaching assistant or a friend to talk through any issues or personal issues.

➤ Thrive

- The school has four Thrive Practitioners who can deliver support packages

➤ Playground Activities

At lunchtimes we have a range of activities in place to ensure the children are engaged in play as this reduces incidents of inappropriate behaviour. These activities include:

- Playpod
- Supervised games
- Bikes
- Calm Space - an indoor area where pupils can go to engage in quiet activities

For those children who consistently struggle with playtime, a structure, short-term group run by a Thrive practitioner operates to help children to develop positive friendships and interactions with others. Children are referred to this group by the SENCO.

➤ Earn Back

This classroom intervention reverses normal understandings by starting a pupil with no break time but offering the opportunity to 'earn' it through good behaviour. Where classroom behaviour support requires a more immediate and effective sanction a pupil's conduct in lessons dictates whether they will have the very next playtime e.g. morning break, lunchtime play.

In afternoon sessions their conduct earns them 3 mins a day of special privilege time on Friday for which they may choose friend to share in their chosen activity. A card is used to record their progress during the day and this card is taken home and signed by the parent/carer who may then follow up with their own sanctions and rewards.

➤ Pastoral Support Manager

- The Pastoral Support Manager supports parents with a whole range of issues relating to behaviour and well-being of children.

10. Children with particular needs

At Staverton, our behaviour policy is based on consistent principles but a flexible approach that may include reasonable adjustments. Some children have specific needs and may behave differently to their peers. We treat children as individuals and special arrangements and additional support may be provided. The reasonable adjustments needing to be made

will be personalised to the pupil and based upon regular assessment. As a school we take care to avoid using a generic set of adjustments for pupils with more challenging behaviour.

In some cases, children may need to have individual behaviour plans which are specific to their needs. As part of the behaviour plan, these pupils may be dealt with in a specific way that the SENDCo will be share with all members of staff who work with them. Behaviour plans and the approaches within them may include reasonable adjustments to the school cloud system.

The school recognises that some pupils have specific behavioural needs and is committed to working with the pupil and the parent to support them in the best way they can. At this stage it may be appropriate to make a referral to the Behaviour Support Service for external assessment and advice. For more details on this please read our SEND policy and the SEND Code of Practice.

11. The use of force to control or restrain pupils

In rare cases, positive handling may be needed to support a child and adults working with them. This should only be done when there is an immediate risk to the safety of the child or another child. Wherever possible only members of staff who have had appropriate training will be involved in this action.

Under the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use reasonable force to:

- punish a child – it is always unlawful to use force as a punishment.

12. Power to search

The Department for Education has issued advice to schools regarding their power to search pupils both with and without their consent- Screening, search and confiscation- Advice for head teachers, staff and governing bodies (DfE, 2012)'.

- School staff can search pupils for any item if the pupil agrees
- Head teaches and staff authorised by them also have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items
Knives or weapons Alcohol Illegal drugs and 'legal highs' Stolen items Tobacco and cigarette papers Fireworks Pornographic images Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury or damage to the property of a person (including the pupil)

- The Headteacher and authorised staff can also search for any item banned by the school which has been identified in the rules as an item which may be searched for
- School staff can seize any prohibited items found as a result of the search and can only seize any item, which they consider harmful or detrimental to school discipline.

13. Dealing with incidents outside of school

The DfE's advice on behaviour and discipline in schools explains that staff may apply negative consequences to pupils for misbehaviours when a pupil is:

- Taking part in any school-organised or school related activity off site
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

There may also be consequences, whether or not the above conditions apply, if the pupil's behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Any negative consequences may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised by school staff. The consequences may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing consequences, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected

- Whether pupils were directly identifiable as being a member of Staverton Primary School