

Behaviour for Learning Policy



“A school without walls or ceilings.”

This policy is to be read in conjunction with the vision, values and distinct Christian character of the school. At the heart of our school is Jesus' parable of the mustard seed where our principle values are explored:

Courage Kindness Respect Forgiveness Trust Hope.

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Staverton C of E Primary School

Behaviour for learning policy

Introduction

Our behaviour for learning policy is designed with our belief that every child belongs at Staverton and 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 need for all pupils and staff to respect each other and those who work with them. This 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.

Aims

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

'Ready, Respectful, Safe'

Examples of how we are 'Ready, Respectful, Safe' at Staverton:

Ready	Respectful	Safe
<ul style="list-style-type: none">• Listening to the speaker.• Lining up quietly when entering and leaving the classroom.• Having the correct resources ready for learning e.g. a working pen/pencil.• Putting our hand up when we want to speak during class discussions.	<ul style="list-style-type: none">• Always trying our hardest in all our learning.• Being polite and well-mannered e.g. saying 'please' and 'thank you', holding doors open.• Being honest.• Offering to help others.	<ul style="list-style-type: none">• Walking quietly around the school.• Keeping our classroom tidy (including cloakrooms).• Helping someone if they are hurt or upset.• Kind hands, kind feet and kind words.• Following instructions.

Classroom routines

Consistent systems and routines are in place across the school. These include:

- 1,2,3 for lining up and moving around the classroom.
- Hand up stop signal.
- Lining up in a set order.

Children are supported in learning these routines throughout their time at Staverton.

Encouraging positive behaviour

Encouraging outstanding behaviour for learning is the responsibility of everyone in the school. At Staverton, every day is a fresh start. 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. In addition to regular teacher praise, other rewards will include:

- Recognition Boards in every classroom with every child's name below.
- Teachers will send pupils with their work of high quality or which shows significant steps for that child to the Headteacher or Deputy Headteacher for a Headteacher's award.
- 'Star of the Week' and 'Writer of the Week' certificates which are presented in the Friday Celebration Assembly.
- Publicly acknowledging external achievements of pupils.

- Teachers informing parents of the positive things that the pupil has done in class.
- Class reward chart – classes work together to earn a reward which they then get to choose.
- When a child consistently goes above and beyond, their name goes on the golden bird. They will then get to stand up and be applauded in the Friday Celebration Assembly.

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, 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?

Circle Time

Circle time 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 Practitioners

THRIVE practitioners support the social and emotional needs of the children. This may be through 1:1 or group sessions on a one-off or regular basis.

Playground Activities

At lunchtimes we have a range of activities in place that encourage positive behaviour and ensure the children are engaged in play. These activities include;

- Playpod
- Sports e.g. football, basketball, tennis, hockey, rounders.

- Use of The Nest – an area where pupils can go to engage in reading and other quiet activities e.g. colouring.
- Lunchtime clubs e.g. origami, illustration.

Supporting parents

As a school, we want to encourage positive behaviour in children's lives at home as well as school. All adults are committed to supporting parents with a whole range of issues relating to behaviour and well-being of children. We want to work together to support children in making positive behaviour choices.

Consequences for making the wrong choices

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. Most 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 several 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 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
- Tactical ignoring of inappropriate behaviour and reinforcement of positive behaviour/reminder of being ready, respectful and safe.
- 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
- Ensuring a high level of consistency between all adults who work with the children
- Use of verbal and non-verbal praise
- Using the language of choices – making good choices and poor choices
- Using language that links to the school rules e.g. 'are you being safe right now?'
- Reiterating what the good choice would be and then providing thinking time for the child to adapt their behaviour

- Setting small achievable tasks to increase confidence
- Reminding, prompting and encouraging
- A member of staff gives a verbal warning and the inappropriate behaviour is explained; expectation for improvement and staying on green is 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 course 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 traffic light system.



The Traffic Light System


This system promotes the positive behaviour we wish to see in all our pupils. Each class has the traffic light colours on a clipboard on their desk. At Staverton we believe positive behaviour should be publicly recognised through recognition boards whereas negative behaviour should be kept between the adult and child in question ('Reward in public, reprimand in private'). Every child's name is placed next to or below the recognition board.

The principles behind the system are:

- Children get recognition for doing the right thing and doing what is expected of them.
- The consequences for not doing the right thing are clear.

- All adults take responsibility for promoting positive behaviour.
- The headteacher and members of the Senior Leadership Team are the last resort.
- The child is given chances to turn their behaviour around.
- Every day is a fresh start.

Traffic Light	Behaviour choices	Consequences	Teacher strategies and actions
Green 	<p>I am beginning to make the wrong choices. I will think about how to turn it around.</p>	<p>I am beginning not to learn and others may not want to be around me.</p> <p>I am disturbing the learning of my friends.</p> <p>I will receive a first warning.</p> <p>If my teacher has to tell me again I will go on amber.</p> <p>I am reminded of the choices I need to make to move off of the traffic light.</p>	<p>Teacher to issue a warning to clearly identify the desired behaviour, using the language of ready, respectful and safe.</p> <p>Teacher to record child's name on clipboard.</p>
Amber 	<p>I am behaving in a way that stops my learning and learning of others.</p> <p>I have made a poor choice.</p>	<p>See the teacher at the end of the lesson.</p> <p>I may be moved away from my friends.</p> <p>I have disrupted learning or spoiled play, other people may be hurt or upset.</p> <p>My teacher will be disappointed in my behaviour.</p> <p>I am reminded of the choices I need to make to move back to green.</p>	<p>The teacher speaks with the child at the end of the lesson.</p> <p>If an amber behaviour is repeated then the child moves to red.</p>

<p>Red</p> 	<p>I have made a poor choice and I am not responding to adults who are trying to help me.</p>	<p>I have disrupted my own learning and the learning of my friends or spoiled play, other people may be hurt or upset.</p> <p>I will be moved away from my friends and classmates. I may go to another classroom to complete my learning.</p> <p>I will lose all/part of my playtime and spend time in the Reflection Room.</p> <p>I am reminded of the choices I need to make to move back to amber.</p>	<p>Teacher contacts parents on the day of the pupil being put on red.</p> <p>Teacher records incident on CPOMS.</p> <p>A meeting may be arranged to set up the weekly report card. The report card is sent home daily and signed by the teacher, parent and the pupil.</p>
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The majority of the time the Traffic Light System should be consistently adhered to. However, any very serious incidents that take place either in the classroom or the playground, e.g. use of physical violence, require that the system be bypassed, and the pupil sent to the headteacher or a senior member of staff.

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 poor behaviour will need to work with an adult away from the class so the learning in the lesson is not disrupted.

Break and lunch time

When an incident occurs at break or lunch time, the child is expected to miss some playtime and stay near a member of staff on the playground. Serious incidents are recorded on CPOMS with the class teacher and relevant staff alerted. It is important that antecedent incident and consequence of the behaviour incident are recorded as well as an explanation of what will be different next time to ensure the behaviour is not repeated. The class teacher can make a judgement on whether the incident affects the child's 'traffic light' status but generally behaviour issues from break and lunch time should be resolved away from the classroom so the learning in the class is not affected.

Behaviours that may warrant a child sitting out of playtime include:

- Refusing to do what an adult asks you to do
- Being rude to adults or other children
- Intentional damage to school property

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.

Report Cards

In some cases pupils will be placed on a weekly report card (See Appendix 3). This will be completed with the class teacher, parent/carer and the pupil. It will include clear targets for the pupil to work towards and the agreed strategies that will be put in place in school and at home. There will be daily correspondence between the teacher and the parent/carer regarding the pupil's behaviour and progress towards meeting the agreed targets. Any pupil who is placed on a report card will be recorded on CPOMS. At the end of the week there will be a review of the weekly report card and next steps discussed. The next steps may include;

- The report card can be ceased as the pupil has modified his/her behaviour.
- The report card can be ceased but specific strategies to remain in place.
- The report card needs to continue for another week. After 3 weeks on report card and the behaviour has not improved, then there will be a meeting with the class teacher, pupil and Head/SENCo to put together a behaviour plan.

Children with specific needs

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 SENCo will advise teachers where special approaches or strategies are required. The Pastoral Manager is available to provide support for families that request it.

One-page profiles (Appendix 1) are maintained by the SENCo and Behaviour lead for children who have individual programmes/strategies to support positive behaviour. For all pupils on this list, any incidents of challenging behaviour are closely monitored and reviewed to better understand the function of the behaviour. A de-escalation plan (Appendix 2) for children with particular needs supports these children and must be reviewed and altered after a serious incident.

Behaviour Plans

In some cases, children may need to have individual behaviour plans which are specific to their needs. As part of the behaviour plan, some pupils are dealt with in a specific way and this is shared with all members of staff who work with the pupil. 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 seek further advice from the Behaviour Support Service.

In very 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 team teach training will be part of the positive handling plan. Any handling of a child will be reasonable and proportionate and will be recorded in the school log.

Suspensions and reintegration

Staverton CE Primary School follows the Local Authority guidelines on suspensions. Following a suspension, a reintegration meeting will be arranged for the pupils and their parents. The purpose of this meeting is to:

- a) Emphasise the importance of the parents working with the school to take joint responsibility for the child's behaviour;

- b) Discuss how behaviour problems can be address;
- c) Explore wider issues and any circumstances that may be affecting the pupil's behaviour;
- d) Reach agreement on how the pupil's education should continue, how best they can be reintegrated and what measures could be out in place to prevent further misbehaviour;
- e) Create a forum for a discussion of what support could be put in place for the parents

Post Incident Care

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.

Power to search a pupil

The Department for Education has issued advice to schools regarding their power to search pupils both with and without their consent- Searching, Screening and Confiscation Advice for schools (DfE, 2022)'.

- School staff can search pupils for any item if the pupil agrees.
- Headteacher 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 are:
 - 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
 - to cause personal injury to, or damage to the property of any person (including the pupil)

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 occurring off of 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, suspension 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 CE Primary School.

Monitoring behaviour

All members of the Senior Leadership Team and Safeguarding Team (DSL and DDSLs) have a role in monitoring the reported incidents related to bullying, race, homophobic and transphobic, gender and disability. We maintain a log of these incidents so that we can follow things up, speak to everyone involved and work to reduce future incident. The Headteacher will monitor behaviour to identify vulnerable children who may appear and to identify any patterns of behaviour and/or names of pupils re-appearing. The Headteacher and Deputy Headteacher will monitor consistency of approach by staff and will follow up individual cases if required.

The safeguarding governors along with the Senior Leadership Team will be responsible for monitoring this policy.

The policy should be read and understood in conjunction with the following documents:

- Child Protection Policy
- Keeping Children Safer in Education (September 2023)
- Guidance for Safer Working Practice for Adults who work with Pupils and Young People (January 2021)
- Staff Code of Conduct
- Staff Behaviour Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- Safe Touch Policy
- Screening, Searching and confiscation - Advice for headteacher, staff and governing bodies (DfE 2022)
- Wiltshire Council 'Suspension from school Information for parents and carers'

Appendices

Appendix 1: One page profile

Appendix 2: De-escalation plan

Appendix 3: Report Card