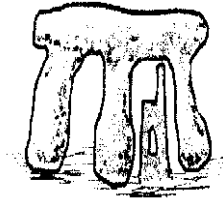


St Maddern's C of E School



Inspire, Believe, Achieve

Behaviour for Learning Policy

Date agreed: November 2017

Signed: HJ Tyreman

Headteacher

Signed Jeff Davis

Chair of governors:

Date for review: November 2019

Rationale and aims

This policy was written after reviewing our current policy and in discussion and consultation with all staff. The aims of this policy are to outline the ethos and beliefs upon which our school moral code is based. It reflects the commitment of all staff to establishing and developing high standards of behaviour within the school. Our behaviour policy aims to equip our pupils with life-long skills and attitudes to enable them to lead responsible lives.

This policy applies to EYFS, KS1 and KS2.

This policy links specifically to the Governors Mission statement:

- At St Maddern's C of E School our mission is to educate children for 'life in its fullness' by educating pupils spiritually, intellectually, socially, morally, aesthetically and physically within a school firmly based on Christian principles and on the examples of Jesus in the gospels.

Our approach will also encompass the schools aims of:

- **Educating for Wisdom, knowledge and skills** by following a curriculum that is broad, balanced and stimulates a sense of curiosity and excitement about the world and develops the full potential of every child in our care.
- **Educating for Hope and Aspiration** by providing a safe, nurturing and caring environment where children can take risks, build resilience and flourish.
- **Educating for Community and Living well together** by building positive relationships with our immediate school community, national and international community and for the school to be a hub of learning in the community.
- **Educating for Dignity and Respect** by promoting the character virtues of Perseverance, Respect and Responsibility so that children leave the school resilient and trustworthy whilst displaying good manners and consideration for others.

Our approach with behaviour relates specifically to the Christian ethos of our Church of England School. The Christian values of Friendship, Forgiveness, Justice, Peace, Respect and Reverence underpins our policy and approach to behaviour.

The development of positive social, emotional and learning behaviours is at the heart of our school. Caring for others, truthfulness, honesty and tolerance to those of different faiths and beliefs are encouraged. We want our pupils to show respect for others, themselves, their environment and to have a clear understanding of right and wrong.

Objectives of the policy:

- To ensure that pupils have a safe and secure school environment where everyone feels valued, respected and included, promoting spiritual, moral and cultural awareness.
- To encourage a calm, purposeful and happy atmosphere within the school
- To promote self-esteem, self-awareness and to help children to identify and manage their emotions.
- To promote positive behaviour, encouraging children to take responsibility for their own behaviour and deal with conflict in a fair and respectful manner.
- To have a consistent approach to behaviour and conduct across the school with parental co-operation, interaction and engagement.
- To prepare pupils for the opportunities, responsibilities of adult life, promoting personal development, social and emotional health and well-being.
- The importance of mutual support as a key factor in our behaviour for learning policy. This is demonstrated through the quality of our relationships, not just between the pupils, but also amongst the adults within the school. All staff believe in teaching by example and model ways which we wish the pupils to engage with peers, adults and the learning environment.
- To ensure all members of the school community know and follow the clear guidance in this policy.

Establishing a supportive positive learning environment

At St Maddern's we believe in establishing a positive learning environment for all children. This is achieved by the positive behaviour model which is actively promoted at different levels throughout the school:

At St Maddern's we believe that through forming relationships with people around them, children learn who they are and how they recognise and develop emotional and relational skills. Children have a wide range of emotional needs, behaviour patterns and social experiences based on differences in home values, attitudes, life experiences and parenting skills.

We believe in a systematic approach to early identification of emotional development. This is vital so that differentiated provision can be put in place quickly to promote a preventative and reparative strategies, building resilience, positive mental health and reducing the risk of underachievement by engaging the children positively with learning. All children work towards common values based on the principles of honesty, respect, consideration and responsibility.

How we support behaviour

All children work towards common values of honesty, respect, consideration and responsibility. We use a dynamic developmental approach to help children learn how to understand their emotions, regulate and manage their own behaviours.

The school has staff who have trained in Trauma informed schools approach to help us understand the needs of complex behaviour

Staff trained in this are:

- An HLTA
- SENCo
- Children councillor who supports children with additional SMEH needs.

Whole school level

- Everyone involved in the school community has 'rights'. These carry with them responsibilities.
- The class teacher is central in determining the strategies used to modify behaviour, following school policy.
- It is essential that we separate personality from learning and behaviour i.e " It's not you I don't like- I like you- its what you are choosing to do""You can change this behaviour."
- Opportunity must be created to listen with empathy and show genuine care for each child as a valued individual.
- Praise and the heightening of an individual's self esteem is the key to success in modifying work and behaviour with a 5:1 positive to negative ratio minimum.
- All staff understand and demonstrate the school's core beliefs about behaviour.
- Positive out-of-class behaviour is promoted by agreed routines and clear systems.
- School assemblies are used to develop children's social, emotional and behavioural skills.
- Positive behaviour in corridors, playgrounds, dining room is noted and celebrated (see Golden tokens).
- Parents/carers are aware of and contribute to the school's positive behaviour ethos through the home school agreement.
- There are clear, consistently used systems for dealing with inappropriate behaviour.
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour.
- Our work on behaviour promotes children B=being able to manage and understand emotions, to apply thinking between feelings and action and to increasingly show empathy and understanding to others.
- When talking to children about behaviour all staff separate the behaviour from the child so it is clear the child's behaviour that is not acceptable not the child.

- Also all staff will emphasis the need to make the correct choices empowering the child with this responsibility which is a necessary life skill.

Classroom level

- All adults model respectful verbal and non-verbal behaviours.
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development (PSHE/SEAL/Skills for Life/appropriate THRIVE activitie/Character education development and curriculum links.)
- Lessons are structured to be interesting and appropriately challenging.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Children are taught the language of sharing and cooperation, choice and consequences.
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom.
- There are clear classroom routines (e.g. for entry and exit, moving around the classroom, sharing equipment) to reduce uncertainty and promote an appropriate climate for learning.
- There are classroom rules, discussed with children, which promote positive social and learning behaviours.
- Classroom rules are displayed in a way which can be understood by all children (photographs, diagrams, cartoons).
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers.
- There are clear systems, understood by all, for dealing with inappropriate behaviour.

Individual child level

- All children's strengths are recognised and celebrated by staff.
- All children know the Rules for Life. These are:
 - i) Show care and respect for everybody and everything ,
 - ii) Follow instructions with thought and care
 - iii) Show good manners at all times.
- Staff continuously name, notice and draw attention to positive or improving behaviour.
- Where a child experiences difficulty in developing or sustaining appropriate behaviour, there are systems which provide them with additional support and attention.

The Positive Learning Environment at St Maddern's C of E School

Children and adults build positive, caring and respectful relationships.

All staff promote good manners, recognition of social and emotional interactions with clear guidance and support, celebrating individual progress and success.

The school believes that behaviour is communication and is mindful of this. However it is not acceptable for behaviour to disrupt learning for the individual child or of others in the classroom.

Managing Behaviour

All classes have clear, **visible** systems for dealing with negative behaviour.

These are:

- Accessible to all children and clearly understood by all children
- A clear system of sanctions that the child understands and are carried out if the behaviour does not improve after the warning.
- Age appropriate e.g. sun and cloud systems for infants, name on board etc for older children.

It is made clear to the child that rewards and sanctions given relate directly and explicitly to their observable behaviours e.g You have shown respectful manners by waiting for your turn.

When discussing the child's behaviour with them staff should draw on the Christian values of Forgiveness to reconcile conflicts, ensure that situations are always dealt with fairly (Justice) and establish with the child how to improve the situation (Hope).

These stages are adhered to by all staff when dealing with unacceptable behaviour.

1. The child is reminded that his/her behaviour will lead to consequences if continued. Emphasis is given to the fact that they can choose to make positive choices/support if required.
2. Consequences of poor behaviour.
 - *Poor behaviour before break, missed part or all of break time staying in class*
 - *Poor behaviour between break and lunch, missed part of all of lunchtime with member of staff in HT office (as Time out room rota)*
 - *Poor behaviour in afternoon before any break as of morning*
 - *Poor behaviour between afternoon break and end of day will need to carry forward to the following day.*
3. *All poor behaviour must be address in the following way:
An emphasis on making the correct choices to redeem situations.
Children will be given time to reflect on their behaviour, how to make amends and what they will do differently next time. The child is helped to reflect on behaviour by the guidance of an adult as needed.*
4. *In some cases a child may need to have an immediate time out in another class. he pupils may be sent to another class as follows:*

Class 1 to class 2

Class 2 to class 1

*Children sent to another class must take work and sit quietly and complete the tasks.
Failure to do this will mean staying in a break time as above.*

A behaviour log is kept of the children who are sent for a time out so that the appropriate support can be put in place for them if needed. A Behaviour log book is kept in class 1 and 2 and completed by Mrs Miles, Miss Matthews or Mrs Hulse after a child is sent to them (see appendix 2)

5. If the child continues to misbehave in this situation then they will be sent to the head teacher or in her absence, Mrs Miles. This will be logged and appropriate action taken.
 - When deemed necessary the school provides a safe place for the child until he/she is ready for learning. This area will be the head teachers' office. Time when a child needs this space is logged in our internal exclusion log. This is regularly reviewed.
 - Persistent poor behaviour or work will result in the child's parents/carers being informed.
 - Where a child's behaviour is likely to cause injury to themselves or others then that rest of the class will be removed from the classroom immediately. De-escalation strategies should be used at all time to calm a child and get to a mood where the situation can be rationally discussed. Restricted Physical intervention can only take place if a child is in danger to himself or others and should only be used by staff who are TEAM teacher trained.
 - Any incident must be logged in the Team teach manual. If it is difficult to restrain the child and the situation is assessed as dangerous to the other children, then the class should be moved to a safe area. Please see the school policy on *The Use of Force to control or restrain children*.
 - Any child who persistently behaves in this way during the lunch break will not be allowed to remain on the school premises during lunch times.
 - A child with persistent behaviour problems will be placed on the school's Record of Need. These children will have a personalised individual behaviour plan.
 - Persistent or extreme poor behaviour may result in fixed term or eventual permanent exclusion. In these circumstances, the governing body of the school would act in accordance with guidelines laid down by the LA –see appendix 2
 - Parents will be consulted promptly about behaviour problems at the Head teacher's discretion.

Behaviour at lunchtimes St. Maddern's Golden Token Scheme

Rationale

Golden Tokens is a positive behaviour strategy that focuses on rewarding good desirable behaviours.

It works well when:

- There are clear and consistent rules across the whole school that are understood by all
- Desirable behaviours/attitudes are made clear and explicit
- All staff know and are taking part
- Golden tokens are given a high profile in the school.

Procedure

- Staff give out golden tokens when they catch someone following the Golden Rules for life. The child's name and date needs to be written on the ticket. The child places their ticket in the class Golden Token box. The class teacher should celebrate the achievements of all pupils gaining Golden Tokens. This can be done during afternoon registration.
- In the Celebration Assembly on Friday one child per class is picked out of each Golden Token box and a certificate given. Winners are listed in the weekly newsletter and photos of the winners are displayed on our Recent Achievements board.

Managing behaviour

1. Remind the child of appropriate behaviour. Praise the child if they make the right choices.
2. Warning – time out on playground – sitting on the Thinking Bench.
3. At times some children need to be sent in to have Time Out (head teacher's office). This space will be the head teacher's office and is always staffed. This could be for a child to calm down and stop their poor behaviour or to diffuse a difficult situation. In the Time Out room the children will be asked to reflect on their behaviour and think about what they would do differently next time. If a child is sent into the Time Out space they will stay there for the whole lunch time.

Lunchtime supervisors will accompany the child into the Time Out room and explain the child's behaviour and reasons for being sent in. Forms are filled in and kept as a log in the black folder. This is regularly reviewed by the head teacher and appropriate action taken.

If it is severe behaviour e.g. violence or swearing then the child will be sent in straight away. Parents will be informed by the end of the school day or depending on severity, straight away.

Our school rules

We have adopted the R time Rules for Life which are designed to create a happy and safe environment for all at St Maddern's.

These are:

Show good manners at all times.

Follow instruction with thought and care.

Care and respect everyone and everything

These rules are displayed around the school, in every class and in the canteen. They are also the rules that are rewarded through the Golden Token system.

The rules are deliberately general to allow for discussion with the children in what the rule means and what behaviours exemplify the rules. Class teachers need to spend time exploring the rules with the children and creating a display in their class that shows the classes understanding of the rules in practise. This is an important step as children will need to be equipped with the language to have these discussions about appropriate and desirable behaviour, their role and responsibilities.

For the first half of autumn term each year the school will spend time discussing the school rules and how we can see them in practise as part of our whole school assemblies.

Show good manners at all times – weeks 1 and 2

Follow instruction with thought and care – weeks 3 and 4

Care and respect everyone and everything – weeks 5 and 6

Ideas that can be explored are as follows:

Show good manners at all times - Speak in a kind, polite, helpful way, always move around school in a safe, calm way, never run or shout, always be truthful, play in a considerate way and share with others, never hit or hurt anyone.

Follow instruction with thought and care - Always try to do your best, never stop others from doing their best work, always move around school in a safe, calm way, never run or shout, always be truthful.

Care and respect everyone and everything - Always move around school in a safe, calm way, never run or shout, take care of your belongings, never take or deliberately break anything that does not belong to you, speak in a kind, polite, helpful way, always try to do your best, never stop others from doing their best work, always be truthful, play in a

considerate way and share with others, never hit or hurt anyone, ask for help to sort out any problems.

Resources and training

R time and Circle time activities are used as part of the PSHE curriculum to help with behaviour management.

Monitoring and evaluation

Behaviour will be monitored by the head teacher and reports on behaviour will form part of the head teacher's reports to governors presented at each full governors' meeting.

Behaviour is also reviewed through annual questionnaires to parents, staff and children.

Pupils with individual behaviour plans will be monitored regularly.

Special Needs

A child with a specific behaviour need will be placed on the school's record of need and have an individual behaviour plan. Involvement and advice will be sought from outside agencies as appropriate. Parents and carers will be informed immediately.

Equal Opportunities

Monitoring of our policy and behaviour incidents will be taken to ensure that no issues are arising due to unfair opportunities.

Health and Safety

If required, risk assessments will be undertaken for a child with persistent behaviour issues. These will follow guidance from Team Teach.

Parental and carer involvement

Parental support is vital for ensuring that high standards are maintained in this area.

It is crucial that parents are informed about policy and procedures.

To ensure this:

- All parents are given a Home-School agreement leaflet at the start of the school year stating the school rules and responsibilities, the responsibilities of the parent and of the child. These are signed by the parent and child and returned to school and signed by the class teacher, head teacher and chair of governors. The completed copy is given to parents to keep and remind them of their commitment to the school's ethos. The school hopes and encourages all parents to sign the Home-School Agreement.
- This policy is available for all on our website and parents may request a copy of the policy from the school office.

- In serious incidents parents are informed on the day of the occurrence either in person, by phone or letter. Sometimes communicating the problem quickly and accurately can put a stop to the undesirable behaviour. Parents are always given the opportunity to discuss the matter with the head teacher and, depending on the severity, may need to meet to discuss a behaviour plan with the school. This can include a home-school book with specific targets for the children to achieve, a daily chart of the child's progress that will form the basis for review or a behaviour contract signed by school, the child and home.

On occasions parents may approach the school regarding behaviour issues at home. As a school we endeavour to work with parents to improve the situation. Options can include closer home-school links, referral to support services for either the child or family or both. The school will address each case individually with the objective of supporting the child and family to improve behaviour and ensure that the child can learn and develop to their full potential.

Governor involvement

Governors will be involved in monitoring behaviour on all visits to the school. Behaviour and attendance will form part of the Head teacher's report to governors each half term.

Reports on behaviour form part of the head teacher's report to governors at each meeting.

Link to other policies

Anti-Bullying Policy

Attendance Policy

Equality Policy

Teaching and Learning Policy

Appendix 1