

SAMLESBURY Church of England Primary School

Growing, Learning & Inspiring through God's Love and Grace



07051 Behaviour for Learning Policy

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Date of next review: June 2023

Signed:

Date:

At Samlesbury CE Primary School our Christian vision, based on the example of Jesus Christ, is at the heart of everything we do. Through example and teaching, our children are encouraged to develop to their fullest potential; to search for meaning and purpose in life within a caring Christian environment; to grow spiritually through daily collective worship and prayer, to develop an awareness of God and to make a personal response of their own. We also teach and encourage our children to care for all of God's creation as an expression of practical Christian faith, showing a concern and responsibility for their homes, communities and the wider world. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

As such, our behaviour for learning policy is rooted in the bible:

Ephesians 4:32

“³² Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you.”

Aims of our Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within our school, which enables learning to take place without disruption.
- To foster caring positive attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout our school with parental co-operation and involvement.
- To ensure that children with individual behavioural needs have the best support.
- To make the boundaries of acceptable behaviour clear and to provide an environment where children feel safe, secure and respected.
- To give children, staff and parents a shared sense of direction and a feeling of common purpose.

Our Approach

As a very small school we know our children very well and take a very individual approach to managing behaviour. We encourage our children to take responsibility for their own behaviour from the outset. Children are expected to be independent learners and classrooms are organised to facilitate this. From KS1 upwards children are taught to identify what they need to become independent learners and we actively encourage positive behaviour for learning. Children are provided with an

interesting and engaging curriculum, with tasks that are well matched to their abilities. Staff have excellent relationships with the children which are based on mutual respect. We have an open door policy and work closely with our parents. We believe in developing strong partnerships with our families so we can work together effectively with parents/carers to ensure any problems are dealt with sensitively and quickly.

Children's Responsibilities

- To work to the best of their ability and allow others to do the same.
- To treat everyone with respect.
- To follow the instructions of all school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.
- To move around school quietly and avoid causing disturbance.

Staff Responsibilities

- To make clear our expectation of good behaviour.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe, pleasant and stimulating environment, physically and emotionally.
- To involve the children in establishing class rules.
- To use rewards, rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see the key adults in their lives share a common aim.
- To recognise that each child is an individual.
- To be aware of children's needs.
- To offer a framework for Personal, Social and Health education and for Future Economic Well-being.

Parents' Responsibilities

- To encourage children to understand what the correct behaviour is in different situations.
- To encourage independence and self-discipline.

- To show an interest in all that their child does in school.
- To foster good relationships within the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To ensure the punctuality and regular attendance of their child.
- To keep us informed of behaviour problems at home that may be relevant to the child's behaviour and learning in school.
- To be good role models.
- To inform us of any trauma or illness that may affect their child's behaviour in school.

What We Do To Encourage Good Behaviour

- We make clear our expectations of good behaviour throughout the school day, for example through collective worship, assemblies, PSHE, Circle Time, Role Play, Drama, setting of class rules and examples from adults in school.
- We give the children the opportunity to set their own rules through a democratic process both in class and through the school's council.
- We discourage unsociable behaviour by encouraging mutual respect and a tolerance of each other's views.
- We encourage children to take responsibility for their own actions and behaviour and to learn to anticipate the consequences of poor behaviour.
- We praise good behaviour and effort.

Individual Support and Nurture

We recognise that some children need a long term approach to managing their emotions, which can impact behaviour. For these children we identify individual targets and provide them with individual support and guidance. Some of this may be provided through nurture groups which support children to develop their own strategies for managing their feelings and behaviour.

Rewards

We aim to be positive in our approach, to notice and reward good behaviour rather than take it for granted. We believe that rewards have a motivational role, helping children to see that good behaviour and effort is valued.

Rewards include:-

- Praise from staff.
- Class Dojo points as part of a whole school house points system.
- A message being sent home to parents via Class Dojo/ Tapestry about their child's achievement.
- Staff verbally sharing with parents good news about what their child has done.
- Lunchtime staff give out Dojo points (and stickers for infant children) for fantastic behaviour/being good role models at lunchtime.
- Names written in the Values Golden Book noting the value demonstrated and celebrated in celebration worship on a Friday. These are nominated by staff and pupils.
- Individual class rewards
- Stars of the Week and Head Teacher's Award.
- Responsibilities being given.
- Showing good work to other Teachers/Head Teacher.
- Certificates and rewards for reading in particular.
- Progress awards at the end of each term for reading, writing and maths.
- End of year awards – sport, Shining Light award, achievement, progress etc.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The power to discipline applies to all paid staff and can be extended for certain events e.g. volunteers on trips. This must be in line with this policy. Before investigating an incident and imposing sanctions, wherever possible:

- Quickly remove the child/ren from the situation (under adult supervision).
- Give the child time to calm down.
- Give yourself time to reflect on what has happened.
- Listen carefully to both the victim and the offender. Support the victim first; offer the other child strategies for improving or ensuring the offence won't be committed again, such as writing an apology.
- Ensure eye contact from the offender where appropriate.
- Use a variety of strategies – school employs a range of positive behaviour strategies appropriate to the child's age (see the procedures and strategies table below)
- Staff remain calm whilst talking about the child's behaviour choices.'
- Both inside and outside of the classroom it is expected that all children will treat one another and any adult (staff or visitors) with respect. At all times staff must show by their actions to children that they uphold our Christian values.

- If a child's name is entered into the blue book three times in any one week a discussion with parents will be arranged. This is very rare at Samlesbury. I think a discussion rather than a meeting would suffice.
- After three playtime "Reflection" attendances the child will receive a lunchtime detention, which will be supervised by the HT or AHT and will take the form of teaching appropriate behaviour. A record of detentions will be kept by the Headteacher. Parents will be informed at all stages.
- If inappropriate behaviour continues after three lunchtime detentions then parents will be called to a meeting with the Headteacher and/or SENCO to devise a behaviour support programme with an associated behaviour plan and targets. This may include lunchtime exclusions as their behaviour may be detrimental to the welfare of the pupil or others in school.

Minor incidents of misconduct will be dealt with by the class teacher. This would include:

- A quiet word.
- A look!
- Adult intervention or help with work.
- Removal to a different seat within the classroom.
- Parental conversation with the class teacher.
- Sent to the HT with a member of staff who would explain the situation and why the child had been brought.
- Miss a lunchtime break – this must be supervised by a teacher and must be restorative.
- Parents informed.
- Short term, fix it behaviour intervention.
- Outside agency advice and support.
- Long term behaviour plan and monitoring.

Incidents of very poor behaviour are rare at Samlesbury, but are treated extremely seriously.

We would identify more serious behaviour as:

1. Arguing persistently with another child.
2. Making deliberately hurtful or derogatory remarks about children or an adult.
3. Using bad language.
4. Deliberately hurting another child (physically, verbally or emotionally).
5. Fighting or causing injury to another child.
6. Being disrespectful or insolent to an adult in school
7. Bullying, including excluding a child from a group, purposefully ignoring a child or using intimidation.
8. Behaviour such as damaging or attempting to damage property belonging to school or to another child.

These incidences are initially dealt with by the class teacher or welfare staff but should always be referred to the Head teacher. The Head teacher will thoroughly investigate any serious incident and speak to the children involved, immediately after the incident. If the Head teacher is not in school the Assistant Head teacher or next most senior member of staff will follow up the incident. Parents of all children involved will be informed.

Cases will be dealt with individually in school and consequences may include:

- All serious incidents will result in a reflection time during Friday lunchtime with the HT or AHT. For infants, or for those children for whom an immediate reflection is needed, this would happen the same day. Missing lunchtime for up to a week under the supervision of the Head teacher or Assistant Head teacher.
- Withdrawal of a privilege.
- Restorative justice such as writing a letter of apology or putting things right.
- An individual behaviour plan and associated support or guidance.
- All serious incidents will be recorded in 'Blue Book' spreadsheet.

On the rare occasions that the situation does not improve, the Head Teacher will, in full consultation with the class teacher and parents, decide upon appropriate action to be taken for example;

- A behaviour book may be used to establish daily reports from school to home. The child will need to present the book to teachers at given times of the school day.
- Adult supervision throughout the day will be implemented in serious cases where a child's behaviour cannot be trusted.
- External support may be requested.
- If further action is needed or a very serious incident occurs:
- The Chair of Governors will be informed.
- If necessary the LA's Guidelines on disciplinary procedures, which include exclusion, will be initiated.

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Physical Intervention

The school has a clear policy on the use of reasonable force in school (please see the Care and Control of Pupils Policy). All physical intervention should be an absolute last resort. It is only to be used if the child is in immediate danger or another child/member of staff is also in immediate danger. Any physical handling incident will be reported to the Head Teacher and immediately recorded.

- A description of the physical handling which had to take place.
- Who was involved.
- The reason why the child had to be restrained.

- Witness statements with the form signed.
- Parents will be informed on the same day that any physical handling has had to take place.

Contact With Parents

Teaching staff routinely report on a child's behaviour at Parents' Evenings and the annual written report at the end of the year. However, where a child's behaviour is causing concern class teachers will try to contact parents informally at an early stage to seek their support in resolving the issue - see 'Sanctions'. Where inappropriate behaviour persists, staff will contact parents to discuss other strategies.

Record Keeping

- There is a whole school 'Blue Book' spreadsheet where behaviour incidents are recorded.
- There is a proforma for reflection times for the children whose names are written in this file. The Head teacher, or senior member of staff carrying out the reflection time will support the children in this reflection process so that the focus is always on ensuring the child understands why the behaviour wasn't acceptable and the impact on others and themselves so that it wouldn't be repeated.
- Any incidents of behaviour that go beyond a simple reprimand from the class teacher must be recorded in this file.
- This file will be monitored regularly. It is evidence that poor behaviour is not tolerated and that there have been clear consequences and follow up.

Malicious Accusations

Swift disciplinary action will be taken against any pupil who has been found to have made a malicious accusation against school staff. The Chair of Governors will be informed.

Staff Development and Support

All staff will be supported in their development and implementation of effective behaviour strategies in order to have a consistent and effect approach across school. A 'firm but fair rooted in forgiveness and love' establishment of boundaries and use of rewards and sanctions will be introduced from the earliest days in Reception in order that children quickly recognise the high standards of behaviour which are expected and required.

Lunchtimes/Playtimes

Lunchtimes and playtimes are a time for playing and socialising. They also present opportunities for children to fall out and argue. The following are some ways we seek to make lunchtimes and playtimes a fun and safe part of the day:

- Regular contact with Lunchtime/Playtime staff, discussing any issues.
- Involving the Lunchtime/Playtime staff in children's games and activities - encouraging them to play with the children – Play leaders.
- Use of play equipment (including the low level adventure trail – rota for class use)

Misbehaviour which is in breach of safety should be reported to a senior member of staff.

Behaviour Management Playtime/Lunchtime – Graduated Response

All staff are expected to encourage and praise children, using the same rewards system as the rest of the school. Additionally, welfare staff have the same authority as teachers/support staff and will apply the same sanctions at lunchtime playtimes. If children do not follow our expectations at playtimes and lunchtimes, they will move through the graduated sanction stages as follows:

1. Verbal warning / private rebuke. The child chooses to stop or move to the next stage.
2. Time out for a short period of time (eg up to 5 minutes) within full visibility of teacher/non-teaching/welfare staff. The class teacher will be informed at the end of each playtime/lunchtime of any incident which have occurred. If a child has had to have a time out at playtime/lunchtime, then the class teacher must be told of this. If this happens, then the child's name must be entered into the 'Blue Book' spreadsheet and the HT informed.

Monitoring and Evaluation

This policy will be evaluated and reviewed by the teaching staff and the Leadership Team in consultation with Governors. At each weekly staff meeting there is a standing item on behaviour/pastoral/safeguarding issues in school where any behaviour concerns are shared with all staff. The 'Blue Book' spreadsheet is discussed as part of this is if a child's name has been entered. The SLT also review behaviour half termly.

Behaviour Policy: Staged procedures and Actions to be Taken

Staged procedure for dealing with negative behaviour

Stage	Type of misbehaviour	Example	Who	Strategies tried	Sanction
Stage 1	Low level misbehaviour (isolated occurrences)	<ul style="list-style-type: none"> ➤ Name calling (immature language) ➤ Running, shouting ➤ Discourtesy (immature rudeness, shrug of shoulders, answering back) ➤ Minor damage ➤ Minor class disruption ➤ Over-aggressiveness, tantrum (immature pushing, hitting, fighting) 	Teacher TA Welfare	<ul style="list-style-type: none"> • Positive praise • Positive reinforcement • Recognition of good behaviours • Stickers • Peers responsibility • Collective jar points • Team points 	<ul style="list-style-type: none"> ➤ Normal CLASSROOM MANAGEMENT system, managed in class
Stage 2 → Stage 3 →	Low Level Misbehaviour (frequent occurrences – 3 or more)	<ul style="list-style-type: none"> ➤ As above but occurring on a regular basis i.e. 3 entries into behaviour log over a half term period 	Teacher TA Welfare	<ul style="list-style-type: none"> ➤ As above but added to the 'Blue Book' online record ➤ Reflection time/sheet 	<ul style="list-style-type: none"> ➤ Normal CLASSROOM MANAGEMENT system, managed in class ➤ Staff keep chronology of all low level incidents as well as completing the 'Blue Book' record

				normally completed with the HT or SLT	➤ Parents are usually informed
Stage 3	Serious misbehaviour (isolated occurrences)	<ul style="list-style-type: none"> ➤ Deliberately not engaging with the lesson, work of simple request ➤ Deliberately answering back in a rude manner, playing they class clown and distracting others who are learning ➤ Deliberately not taking home, completing or handing in homework of home reading ➤ Premeditated theft ➤ Serious aggression (wilful intent, short incident and child stops when asked) ➤ All forms of bullying ➤ Serious verbal abuse (age appropriate and often with a threat ➤ Rude gestures ➤ Racial incidents ➤ Destructiveness ➤ Defiance of authority – deliberately ignoring or refusing an adults request and deliberately choosing not to do something e.g. choosing gum when asked to removed ➤ Deliberately swearing 	Teacher TA Parents SLT	<ul style="list-style-type: none"> • As above • Restorative justice • Focus on: • Responsibility of own actions • Forgiveness • Kindness • Joy – making a bad action into a good one. • Breathing strategies • Time out • Chill zone/ place • Communication book 	<ul style="list-style-type: none"> ➤ Pastoral support is needed - this is done through adult supported reflection for one of more playtime ➤ Incident is logged and child is to complete a further reflection record at an appropriate level ➤ Parents are contact by the class teacher or SLT/HT
Stage 4→5	Serious misbehaviours (frequent occurrences – 3 or more)	<ul style="list-style-type: none"> ➤ As above but occurring on a regular basis 	Teacher Parents SLT HT	<ul style="list-style-type: none"> ➤ As above: pastoral meetings 	<ul style="list-style-type: none"> ➤ Pastoral support is needed - this is done by SLT during a lunchtime detention ➤ Incident logged and child to complete a reflection record at an appropriate level

					➤ Parents are contact by the SLT
Stage 5	Very serious misbehaviour	<ul style="list-style-type: none"> ➤ Violent physical assault (sustained and won't / can't stop when asked by a member of staff ➤ Wilful and serious vandalism (school or another person's personal property) ➤ Premediated serious theft ➤ Use of foul abusive language – deliberate swearing with intent to hurt someone ➤ Serious defiance of authority – arguing with adults, raising voice, non-acceptance of sanction, trying to leave the room or building 	Teacher SLT HT Parents	As above	<ul style="list-style-type: none"> ➤ Exclusion (lunchtime fixed term) ➤ Permanent exclusion will be considered by the Headteacher if there have been several serious incidents or if a single incident is deemed serious enough