



St Andrew's CE School
BEHAVIOUR FOR LEARNING POLICY

May 2019

All our staff, in the classroom and on the playground share a positive approach to behaviour management and emphasis is on rewards to reinforce good behaviour at all times. We believe that rewards have a motivational role, helping to see that good behaviour is valued.

In our school we recognise that behaviour difficulties are normal where children are learning and testing the boundaries of acceptable behaviour. Our success as a school is not assessed by the absence of problems but by the way in which we deal with them.

SCHOOL MOTTO:

Respect, Achievement, Fun.

MISSION STATEMENT:

We want to look after our children, making sure they do the best they can and celebrate their amazingness. We want our children to be treated as individuals and not to be scared of challenges and to feel part of our family. We want to make them excited about learning and to be creative. We want our children to believe in our core values and to set an example to others.

VALUES WE WANT FOR OUR SCHOOL COMMUNITY:

1. Respect
2. Trust
3. Friendship
4. Compassion
5. Forgiveness

WHAT IS THE PURPOSE OF OUR SCHOOL?

- To create a safe and happy learning environment, providing good role models
- To provide quality teaching and learning
- To get children ready for high school and their future life challenges

AIMS OF THIS POLICY:

- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

RIGHTS OF STAFF AND CHILDREN:

1. To be fairly treated
2. To have respect
3. To be safe
4. To be heard
5. To be able to learn and teach without unnecessary interruption

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles.

SCHOOL ETHOS

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all (see equal opportunities policy)
- Be aware/look for signs of bullying (see Anti bullying policy)

We do all we can to avoid...

Humiliating-it breeds resentment

Shouting regularly-it weakens your status

Over reacting-the problems will grow

Blanket punishments-the innocent don't deserve them

Over punishing-it reduces options later

Jumping to conclusions-avoid punishing what you can't prove

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed- back all help to avoid the alienation and disaffection that can lie at the root of poor behaviour.

It follows that lessons should have clear learning intentions, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on

their progress and achievements, and as a signal that the children's efforts are valued and that progress matters (see assessment and marking policies).

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. All Support staff (including our learning mentor) are used to facilitate this. Lessons should aim to develop the skills; knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment. All staff follow the principals of the Rights Respecting School (UNICEF) and we promote British values.

SCREENING AND SEARCHING PUPILS

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them 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. School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

USE OF REASONABLE FORCE

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

All members of school staff have a legal power to use reasonable force. 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. Unreasonable force is never used as a form of punishment.

STAFF ACCUSED OF MISCONDUCT:

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline in line with the school safeguarding policy. Procedures for dealing with allegations of abuse against staff are also included in the safeguarding policy. The headteacher will also consider the pastoral needs of staff accused of misconduct.

BEYOND THE SCHOOL

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. Sometimes online issues come into school and we would inform parents of inappropriate online behaviour.

BEHAVIOUR AND MULTI AGENCY ASSESSMENT

The school's SEND co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

RULES AND PROCEDURES

At St Andrews the rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

- Rules are clear and concise
- They are positively stated, telling the children what to do rather than what not to do
- Everyone involved is actively encouraged to take part in their development
- They are made explicit to all
- They are consistently applied and enforced
- They promote the idea that every member of the school community has responsibilities towards the whole

CHARTER

Each class has a charter (agreement) about behaviour that is agreed and signed by all and adhered to.

REWARDS

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. All staff reward using Class Dojos and St Andrew's money and certificates are presented publicly during awards assembly. St Andrew's money can be used to buy items in school or pay for treats, such as trips to the park. This reward system encourages the real life use of money, including bank cards and working out how much money has been earned. The Class Dojos are added during lessons and parents are made aware of the number of Dojos their child has earned. Dojos are reset every day to give each child a new start. Dojos are also used for groups of pupils, encouraging them to try hard to support each other.

Texts are sent home for good behaviour and children can also appear on the 'well done' blog (linked to Twitter and Facebook).

AWARDS ASSEMBLY

All staff to attend

All teachers give out their own class certificates

There is a new 'Star of the Week' certificate for consistently good behaviour

Awards from home are to be vetted by staff before coming into assembly

We will sing a song of celebration

SANCTIONS

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment at St Andrews is characterised by certain features:

- Everyone involved is clear why the sanction is being applied
- Required changes in behaviour are set out to avoid future punishment
- Group punishments are avoided as they breed resentment
- There is a clear distinction between minor and major offences
- It is the behaviour rather than the person that is punished

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Dojos and money can be withdrawn as well as given. Money is also used to put right offences, such as hurting someone else, the offender will pay the victim as a means of putting right the situation.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures will take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Pupil Access Team may be necessary. This possibility will be discussed with the Headteacher and Governing Body if it arises.

AGREED PROCEDURES

When an incident has happened the **restorative approach** will be applied:

What's happened?

What were you thinking?

What were you feeling (inside)?

Who has been affected and in what way?

What do you think you need to do to move on/put it right?

What needs to happen now?

These questions are non-judgemental and no blame is put on the pupils.

At St Andrew's we want to address situations using consistent approaches. We do not rule by fear. We disagree with making a child face the wall, writing lines, pointing at or threatening. At lunchtimes, radios are used to ask a member of SLT for support (see rota).

Behaviour at St Andrews: Graduated Response to Inappropriate Negative Behaviour

Behaviour (Escalation)	Consequence/Sanction
<p><u>Level 1</u> <u>Example Behaviours</u> Not following instructions, snatching, arguing, raised voice, poor choice, etc.</p>	<p><u>Step 1</u></p> <ul style="list-style-type: none"> • Compliance Routine - Give instruction calmly to start/stop behaviour. Give 5 secs to respond, if child responds then praise. If no response then give instruction again with the warning of what the consequence will be should they not follow the instruction. Again give 5 secs to respond, if child responds then praise, if not give logical consequence (below). • Removal of toy/equipment/cease to the activity/moved down to Amber on class system (logical consequence). • If a member of staff can see that the child is beginning to escalate, redirect them to another task.
<p><u>Level 2</u> <u>Example Behaviours</u> Refusal, tantrums, defiance. Low level aggression, mild name-calling/unkind words</p>	<p><u>Step 2</u></p> <ul style="list-style-type: none"> • Go through Compliance Routine again giving clear and calm instruction of what it is you want the child to start/stop doing. • Continue to next consequence should he not follow the instruction. This may be he moves down to red on the class system and at this point has to have time out. • Time out/Quiet time – identify appropriate place for this near classroom or in school. Needs to be appropriately timed: <ul style="list-style-type: none"> ❖ 2-5 year olds – 2 mins ❖ 5-8 year olds – 3 mins ❖ 8 and over – 5 mins • Use visual timer, e.g. egg timer. If quiet in quiet time/time out for allocated time, tell child to return to class (giving child opportunity to make the right choice) and praise for being quiet for allocated time. • Make use of the classroom reflection spaces in KS2
<p><u>Level 3</u> <u>Example Behaviours</u> Continued low level behaviours where time out has been used several times and proved ineffective. If a child displays a higher level of aggression the child will be moved to red immediately</p>	<p><u>Step 3</u></p> <ul style="list-style-type: none"> • Go through Compliance Routine again giving clear and calm instruction of what it is you want the child to start/stop doing. • Continue to next consequence should child not follow the instruction. This next step may mean that child is taken to SLT or they are called for. • Taken to identified member of Senior Leadership Team in school for a set period (time to be agreed with all staff) for time out in a more hierarchy setting in the school. After allocated time, child is taken back to class. This gives the child the opportunity to then go back and make the right choice.
<p><u>Level 4</u> <u>Example Behaviours</u> Biting, hitting, prolonged periods of aggression, swearing, verbal abuse.</p>	<p><u>Step 5</u></p> <ul style="list-style-type: none"> • Go through Compliance Routine again giving clear and calm instruction of what it is you want the child to start/stop doing. • Continue to next consequence should child not follow the instruction. This could be isolation/internal exclusion for a longer period than time out with SLT (for early year's children this will be no more than 1 hour) where a specific piece of work may need to be completed.
<p><u>Level 5</u> <u>Example Behaviours</u> Several days of being sent to isolation/internal exclusions. If the child engages in severe aggressive behaviour that results in physical injuries, damages property, or uses extreme verbal aggression.</p>	<p><u>Step 6</u></p> <ul style="list-style-type: none"> • Go through Compliance Routine again giving clear and calm instruction of what it is you want the child to start/stop doing. • Continue to next consequence should child not follow the instruction. This could potentially then have to be a formal exclusion.

- Please note in some circumstances it may be that due to levels of behaviour it may mean that some situations need to go to one of the more high level responses quicker. This will have to be assessed by staff as to the appropriate response in the given circumstance.
- Please also note that this graduated response to inappropriate negative behaviour needs to be used in conjunction with positive behaviour strategies within the classroom/school, never in isolation, as there needs to be a balance of positive interactions and experiences (praise, recognition, humour, etc) along with these assertive strategies and approach to managing challenging behaviour

At playtimes, the following sanctions will be used:

1. Children not doing the right thing will stand with an adult for 5 minutes and get a second chance to play
2. Child will be sent in if the behaviour continues (this should be avoided if possible, as some children enjoy being inside, or see this situation as a 'badge of honour')
3. Child will be sent to HT (HT needs to know that the first two stages have been followed first)

COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents since we believe that these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps that are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of concerns are communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

ALLEGATIONS OF ABUSE AGAINST STAFF

Allegations will be taken seriously and dealt with fairly and consistently. The headteacher will lead any necessary investigations.

FREQUENT BEHAVIOUR ISSUES

For some children, the rewards and sanctions need to be more tailored to meet their needs. Short term 1:1 support is provided where possible. The following strategies are also used:

- Nurture
- SEAL materials
- Boxhall to identify required support
- Raise self-esteem (eg using dog cards)
- Set short term targets and rewards

- Use sand timers

ABC LOG

This log is used to record more frequent problems and to identify triggers. See appendix i.

INVOLVEMENT OF OTHER SUPPORT

If the strategies described above are not working, then other support may be sought, such as family support (from Fairfield Children's Centre), LCC advisers, involvement of an Educational Psychologist or referral to a paediatrician or Children's Mental Health Team.



ABC Behaviour Tracker

	A	B	C
<u>Date/Time</u>	<u>Activation</u> (When/Where/Who/What was trigger?)	<u>Behaviour</u> What did the child do?	<u>Consequence</u> Where did the child go? How did the child calm down?

