

---

# **Cragside Church of England Primary School**



## **Behaviour for Learning Policy**

**Date of Latest Review: September 2019 (version 7.0)**

**Review Date: September 2020**

The governing body reviews this policy every year. Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## 1 Aims and expectations

It is the primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and equally. We are a caring community, whose Christian values are built on forgiveness, mutual trust and respect for all. The Gospel value of 'treat others the way you would like to be treated' permeates all we say and do at Cragside. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We also aim to use an evidence based approach in our school and have therefore carefully used the Education Endowment Foundation's Improving Behaviour in Schools Guidance Report when writing this policy.

The school has a number of school rules, but the primary aim of the Behaviour for Learning Policy is not a system to enforce rules. It is a means of **promoting good relationships, and careful knowledge and understanding of our children**, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

As a school we expect children to follow our rules and '**shine bright**'.

**Be a shining example**

**Respect everyone and everything**

**I always do my best**

**Give a helping hand to others**

**Hands, feet and voice used kindly**

**Treat everyone the same as you would like to be treated**

Cragside C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to build warm relationships with children and families; focus on positive learning behaviours whilst having the freedom to personalise approaches to meet the needs of cohort and individuals. It echoes our core values with an emphasis on respect, love, joy and perseverance.

All adults are committed to ensuring the welfare of all pupils and ensuring appropriate behaviour is followed. We are especially aware of the needs of some children who may need special support for behavior. The school aims, within its available resources, to provide appropriate behavioural support for vulnerable children according to their need. These include looked after children, children with SEN and children with physical or emotional needs. Where it is considered appropriate individual behaviour plans and support plans including pastoral support plans will be used.



# Craggside Church of England Primary School



**Be a shining example**

**Respect everyone and everything**

**I always do my best**

**Give a helping hand to others**

**Hands, feet and voice used kindly**

**Treat everyone the same way as you would like to be treated**

## Let Your Light Shine

### School Ethos and Culture

Our ethos is one of mutual love, care and respect, rooted in the Gospel values of kindness, care, tolerance and forgiveness which is encapsulated in the phrase 'treat others as you would like to be treated.' We aim for a culture of kindness and care to permeate all relationships in our school and strive to foster this in all areas of school for instance in our collective worship, messages shared on the screens around school, our friendship and kindness boxes and the interest and care for each other as unique individuals. This culture of active care and kindness is one that is the polar opposite of the 'unkindness' of bullying. We do not tolerate bullying in any forms and take all reports of bullying including racist and homophobic language or actions seriously. The culture of very high expectations in behaviour and our caring ethos aims to provide the best possible atmosphere in our school to enable all pupils to engage fully in learning, to be thoughtful and considerate members of our school, caring British citizens and to **SHINE BRIGHT**.

### Aims of the Policy

To create a culture of exceptionally good behaviour: for learning, for community and for life

- To ensure that all learners are treated fairly, shown respect through the promotion of good relationships.
- To ensure time is focused to developing the clearest knowledge and understanding of our children and the influences which affect their behaviour.
- To use targeted approaches to meet the needs of individuals.
- To recognise the importance of teaching and modelling learning behaviours.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure consistency and coherence in the implementation of our school ethos which is within this policy.

### **Consistency of Practice**

At Cragside we recognize that a consistent, coherent approach to behaviour management is key. To enable greater consistency in practice, our policy aims to use consistent language, consistent positive reinforcement and provide a checklist for all teachers to follow. Coaching will be provided to enable the policy to be implemented with optimum impact.

#### **Whole school non-negotiable strategies to improve relationships:**

- Every child will have supportive relationship with a member of school staff
- Meet and Greet at the start of the day
- Staff working at tables/circulating within the classroom and developing supporting children
- All staff to communicate with previous staff as part of ongoing transition work
- Meeting with parents of vulnerable children to develop relationships across the family – working together for the same purpose
- Playing and engaging with children at every opportunity, including lunchtimes and playtimes
- Time allocated for emotional 'check-ins' throughout the day

#### **Whole school non-negotiable strategies to improve learning behaviours**

- Model and articulate appropriate leaning behaviours in all situations
- Articulate dealing with setbacks/mistakes/failures – model this to create a growth mindset for adults and children
- Know the emotional barriers for children and personalise responses proactively
- Time in to share alternatives to the behaviour displayed and discuss impact on others
- Praise learning behaviours – be specific in the praise
- Weekly time given for children to reflect on their learning behaviours by identifying 3 examples of good learning behaviours – KS2 in planners each week, KS1 – circle emojis with statements
- Ensure children have opportunities to experience success in their work
- Create a happy, calm and caring environment..
  
- Peer support provided through Young Sports Leaders and peer mentors
- Never ignore or walk past children who are behaving inappropriately.
- Write and consistently use action plans which support children to modify challenging behaviour.
- Identify patterns in behaviour and effectiveness of intervention.
- Ongoing communication with parents to ensure school staff and parents/ carers work together in maintaining best possible behaviour for learning.

## **Whole school non-negotiable strategies to improve behaviours through effective classroom management**

- Using appropriate positive language, including non verbal gestures
- No shouting at children
- Plan movement around the room so that it is structured and orderly (lining up order, equipment monitors)
- Whole school reward system is SUPERCLASS to be implemented . How Superclass is achieved will be adapted carefully to suit the context of each class
- Every classroom to have an Over and Above/Recognition board
- Adults in school to be reflective about their own practice – unpick and review where things are not going well and identify what has been successful, what needs to change and contribution of adults.
- Teach the children playtime games/activities to do at wet play etc – have a bank of resources available

## **Whole school non-negotiable strategies which are part of regular routines**

- Meet and Greet
- Behaviour related praise throughout the lesson
- Magic 5:1 ratio of positives to negatives
- Mix groupings – law of propinquity
- Working with parents to gain consistency
- Text messages home praising behaviours, postcards home
- Adults to be relatable and warm
- Attunement and validation of a child's experiences
- Over and above board/Recognition board or equivalent in each class
- Weekly visit to class by SLT to see the best work of the week from 2 children
- Star lunch table – Children who receive Achievement Certificates have lunch at 12pm with a member of the SLT (table to be decorated etc) – Fridays?
- Educate children about how their brains and bodies work, what it's like to be autistic, have ADHD, be disabled, be homeless
- All playtime and lunchtime staff to support and initiate play
- Texts, postcards etc
- Daily 'mile'
- Use of Tapestry in Reception to celebrate appropriate 'learning behaviours' in action.

## **Whole school non-negotiable strategies which are part of a targeted approach**

- For children with more challenging behaviour all approaches will be adapted to meet universal systems to meet needs
- Adapting routines to meet individual needs – use of other adults to support – being open and flexible as possible
- Redefine success for individual children
- The Thrive program assists in meeting the needs of identified children, recognizing the impact of social and emotional factors upon behaviours and provides children with a nurturing approach to develop safe and trusting relationships with adults
- Working alongside professionals in a multi-agency approach
- SLT are visible, supportive and proactive as part of the school team, helping to preempt, prevent, coach, manage and evaluate the unique behaviours of individual children

### **Use of Consequences:**

It is inevitable, as they grow and develop, that there will be times when individual children make the wrong decision about behaviour. An important aspect of being in a school is the consistent teaching of good standards which we aim for the above to achieve. We hope children will respond to this approach in an appropriate way, but if any child feels unable to respond positively we will help them by making the expected behaviour clearer, more specific and centered upon their individual needs. Class teachers will be supported in this by their Key Stage Leaders, SENCO or member of the SLT where needed.

### **Considering Actions**

Where a child has not followed the school guidelines, it is important for a teacher to talk with the child about his/her choices and to consider what future choices in a similar situation might be. These conversations will be age appropriate and aim to ensure the child understands how they may have made other children/adults feel. They should also be restorative in tone, with the ultimate aim being that the child can return to work in class, when the time is right, knowing that all relationships remain positive and supportive. It is through this focus on relationships with our children, that we understand we build a culture of consistently positive behaviour.

As a school with a Christian foundation we encourage all to be kind and caring to one another and to try to show forgiveness where someone has done something wrong. Children are encouraged to apologise where they may have hurt someone and to understand the impact of words or actions on others. Our aim is that children grow understanding the need to show care, thoughtfulness and kindness to others and live out the BRIGHT words in our behaviour guidelines which are underpinned by the Gospel value that we should; ***“treat others the way you would like to be treated.”***

### **Loss of playtime/after school ‘detention’**

When children fail to respond to behaviour management systems, teachers may consider it appropriate to keep children in a supervised classroom for part, or in exceptional circumstances, all of playtime/lunchtime, or keep children in school at the end of the school day. Where it is considered appropriate to keep children after school, parents will be given notice of this.

### **Recording of incidents:**

CPOMs is used to record both positive and negative behaviours. SLT members and phase leaders are immediately notified of any incident and respond to these on a daily basis to prevent patterns of negative behaviours becoming established. Half-termly monitoring of this takes place as part of leadership time.

Where concerns arise around the persistent nature of inappropriate behaviour a meeting will be convened with parents to discuss this and how we can work together to address this. This may result in the use of home / school daily behaviour logs or a personal support plan being implemented.

### **Team Teach**

A number of teachers and support staff have been trained in the use of Team Teach principles. These principles ensure that all staff understand the importance of de-escalating challenging situations. They understand the importance of body language and how shouting at children can escalate challenging situations. In all situations, staff at Cragside aim to de-escalate situations, and maintain a calm environment.

When faced with a child who is finding it very difficult to manage and needs support to be moved, staff are trained to use positive handling techniques. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to prevent injury to a child or adult or school premises or property, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and the Team Teach training.

### **Use of Personal Behaviour Plans**

Where inappropriate behaviour continues over a longer period of time, a **Personal Support Plan (PSP)** will be implemented in consultation with the child's parents. This is when the school, pupil, pupil's parents or carers and relevant outside agencies, e.g. Educational Psychologist and Behavioural Support, work together to help address the pupil's behaviour through a detailed action plan.

### **Racial Incidents:**

Where a racist incident occurs, a will be member of the SLT must be informed. The incident will then be logged in accordance with NCC Procedures. A member of the SLT will also make contact with the parents of the pupil who has been affected by the incident to inform.

### **Anti-Bullying**

The school is accredited with the Anti-Bullying award. The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we take it seriously and aim to attempt to stop further occurrences. The school has a separate anti-bullying policy which runs alongside our behaviour for learning policy.

## **The role of the class teacher, learning support assistants and lunchtime supervisors**

At Cragside, we understand that learning behaviours have to be taught. Our school adopts procedures and practices that help pupils learn how to behave appropriately. Good behaviour must be modelled by adults in their interactions with pupils. We are aware that there are many policies and practices to develop good behaviour in the early years of education that are applicable to older pupils. It is important that we build on the skills pupils have developed. We recognise that children learn respect by receiving it. How staff speak to pupils and praise them helps motivate them to do well.

It is the responsibility of the class teacher to ensure that the school rules are consistently enforced in their class and that their class are appropriately managed so that pupils behave in a responsible manner during the school day.

The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher, LSAs and lunchtime supervisors treat each child fairly and aim to enforce the Behaviour for Learning policy consistently.

The teacher treats all children in their class with respect and understanding and an awareness of specific circumstances relating to individual children.

The class teacher and SLT liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the SEND behaviour support service. Where relevant, suggestions and targets provided will be incorporated into pupil Support Plans.

The lunchtime supervisors have high expectations of behaviour. They record positive behaviours and share with class teachers and inform teaching staff of any incidents which may have happened at lunchtime.

## **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

## **The role of parents**

The relationship between home and school is of vital importance to us at Cragside. We take every opportunity to work with parents so children receive consistent messages about how to behave at home and at school. We recognise that it is important for boundaries, rules and rewards to be in place at home and school and a positive relationship between home and school is an essential factor in supporting pupil behaviour.

We mention the school rules in newsletters, home school planners and on the website, and value the support of parents in the implementation of our rules and the ethos of our school

We strive to build and maintain supportive dialogue between home and school, and we inform parents immediately if we have concerns about a child's welfare or behaviour.

If the school has to use reasonable sanctions in response to a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher

## **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues.

## **Fixed-term and permanent exclusions**

In light of a serious incident at school that results in a person being hurt; damage to school property or significant disruption to the teaching and learning of other pupils, the sanctions in the behaviour policy will be escalated immediately which may result in a loss of break or lunchtime, being kept in after school (after speaking with parents) or a fixed term internal or external exclusion. Very serious incidents may result in a permanent exclusion.

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

## **Monitoring**

The SLT and Governors monitor the effectiveness of this policy. The SLT report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**This policy is reviewed annually, or sooner if there are significant changes e.g. from DFE or a review of the school system**