

Spaxton CofE Primary School

'Together we flourish and achieve'



Behaviour for Learning Policy

LINKS: Child protection & Safeguarding (trust), Behaviour and ethos (trust), Exclusion (trust), Restraint/physical intervention, anti-bullying, online safety

DATE: November 2020

POSTHOLDER RESPONSIBLE: Rachel Rood

MONITORED BY: Local Governance Committee

DATE RATIFIED BY GOVERNORS:

AUDIENCE: Staff, parents, students

REVIEW DATE: (annual)

Approved on behalf of Governing Body: _____ (Chair of Governors)

Approved on behalf of School: _____ (Head of School)

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Behaviour for Learning Policy

'Together we flourish and achieve'

Inspired by: I Corinthians Ch 13 Vs 4-8

Those who belong to our school: protect, trust, have hope, persevere, show courage and respect.

Rationale

We believe it is important that the school provides a clear and consistent approach to behaviour that can be adopted by staff, pupils and parents. All members of the school community have the right to feel safe and well respected, this links to our protect, trust, respect, persevere and hopeful aspects of our ethos. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner. We can then celebrate these behaviours for learning.

We expect everyone within our school community to practice our Christian Values. These are our values against which behaviour is evaluated.

Aims

We aim to:

- positively promote socially acceptable behaviour and socially responsible behaviour
- provide a safe and caring atmosphere in the school that is inclusive
- be consistent and fair in our approach to behaviour
- set high expectations of behaviour
- enable children to develop social skills and the ability to see the consequences of their actions on others
- provide timely and accurate support in order to enable all our pupils to flourish

Rights

At Spaxton everybody has the right:

- To feel safe, happy and secure in school at all times
- To be able to learn and play without threat or disruption from others
- To know that bullying is unacceptable and will be dealt with
- To be listened to and treated fairly and sensitively

It is the responsibility of everyone at Spaxton CofE Primary School to ensure that these rights are upheld in every classroom and around the school. Children and adults should behave appropriately and follow the school rules at all times.

Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.

- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

School Rules

Rules are kept to a minimum and exist for the safety and wellbeing of all. We have 3 school rules at Spaxton CofE Primary School. These are:

- Be Ready
- Be Respectful
- Be Safe

The school rules will be further explored and taught explicitly in class, collective worship and other school experiences.

Strategies for Promoting Positive Behaviour

At Spaxton we believe that pupils should be actively and positively encouraged to behave well and work hard. We use a range of positive consequences or rewards:

- Non-verbal praise such as a smile, thumbs up, body language
- Praise for good behaviour (should be specific and genuine) through verbal praise, stickers, dojo points, certificates, communication with parents
- Children may receive a certificate for positive behaviour in our weekly celebration assembly from their class teacher
- Children may receive a Head of School award for exceptional learning behaviour. Those receiving this award will be invited to the half-termly Head's Tea Party.
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Special privileges (e.g. becoming a Behaviour ambassador)
- Giving children responsibility for areas around the school or helping adults
- Mentoring and coaching for identified pupils who may find times when managing their behaviour proves challenging

Sanctions for poor behaviour choices

Sanctions should always:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times;
- be proportional to the offence

Our behaviour pathway

If unacceptable behaviour is being seen, all staff will follow this pathway:

- A gentle reminder about the behaviour expected
- A final warning with a discussion about which school rule has been broken and what behaviour is expected.
- Time out in the classroom/different class or somewhere else.
This may be during the lesson or missed time at breaktime/lunchtime with class teacher/teaching assistant.
- Follow up, repair and restore
A discussion to be had to discuss the unacceptable behaviour witnessed and strategies to move forward.

Where possible, all conversations regarding unacceptable behaviour should take place privately.

All behaviour that has resulted in time out must be recorded on Arbor.

If unacceptable behaviour continues, the Head of School or Senior teacher may be called to speak with the child.

Depending on the severity of the behaviour, further action may be needed. This may be:

- Parents contacted
- Parents called to the school
- Internal exclusion
- Short fixed term exclusion (1-2 days)
- Longer fixed term exclusion (3-5 days)
- Permanent exclusion

Off-site behaviour

Sanctions may be applied where a pupil has behaviour in an unacceptable manner off-site when representing the school (in school uniform), such as on a school trip or in the park after school.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please see the restraint/physical intervention policy for further details.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs 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.

Monitoring arrangements

This behaviour policy will be reviewed by the head of school and the local governing committee every two years. At each review, the policy will be approved by the head of school.