



Deddington C.E. (A) Primary School

Behaviour for Learning policy

At Deddington Primary school we believe in the concept of lifelong learning and the concept that both adults and children learn new things every day. We maintain that learning should be engaging and inclusive and be an enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Our Christian values we hold as a school permeate throughout all areas of school life.

Perseverance Respect Honesty Kindness
Faith Friendship Forgiveness Responsibility

POLICY

Headteacher: Clive Evans

Signed: _____ Date: _____

Governor: Ben Williams

Signed: _____ Date: _____

Date to be reviewed:

September 2019

At Deddington Church of England Primary School we have high expectations of behaviour. These are high expectations of children's behaviour but also high expectations of our own behaviour. Using and enhancing our own professional skills in behaviour management is a key part of a teacher's role as referred to in the 'Teachers Standards'. These expectations are based on the values shown above. Children imitate and learn from role models both inside and outside of school. To enable children to achieve our high expectations for behaviour, we promote a supportive partnership between school and home which we believe to be essential.

Our policy, approach and whole staff training includes an understanding of the Church of England document 'Valuing All God's Children', this being guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying.

We believe that all children should follow key expectations on our school site. Our key expectations for effective behaviour for learning are:

- Following instructions.
- Showing respect for everyone by listening carefully and valuing other people's opinions.
- Being responsible for our actions and for the choices we make.
- Persevering even when things go wrong.
- Showing honesty and being trustworthy.
- Developing friendships based on our school values.
- Showing kindness and forgiveness to all in our school community
- Demonstrating our Christian Faith through all of our actions.

We believe that all children are valued as unique individuals. We do not tolerate bullying in any form (for further information refer to our Anti-Bullying policy). Each child needs a climate in school which nurtures all the skills required to be happy, healthy and motivated learners, both now and in their future lives.

Through the development of the teaching of social, emotional and behavioural skills we aim for our children to:

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others or by themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Recover from setbacks and persist in the face of difficulties.
- Work and play co-operatively.
- Compete fairly and win/lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences between people, respecting the right of others to have beliefs and values different from their own.

As a Church of England School our working relationships, as children and adults, are informed by Christian teaching, tradition, our school values and fundamental British Values (as stated by Ofsted).

These principles are supported through the framework of:

1. Rights and responsibilities of all
2. Teaching Positive Learning Behaviour
3. Rewards and consequences
4. Enhanced Pupil Support
5. Continuing Professional Development of all staff
6. Supporting Good Attendance

7. Monitoring and reviewing of the policy

Rights and Responsibilities

Children:

Rights

- To be treated with respect
- To be safe
- To learn
- To make mistakes without fear of criticism
- To be listened to

Responsibilities

- To behave respectfully to others
- To behave in a way which keeps oneself and others safe
- To model our Christian values
- To attend school regularly
- To be willing to learn
- To allow others to learn
- To own mistakes
- To allow others to make mistakes
- To give opinions in a constructive manner
- To listen to others

Staff:

Rights

- To be supported by peers and managers
- To be listened to
- To share opinions
- To be treated courteously by all others in the school community
- To be made fully aware of the school's systems/policies/ expectations
- To receive appropriate training to increase skills in behaviour management
- To try new approaches

Responsibilities

- To use their professional skills to support and promote positive behaviour within their class.
- To ask for support when needed
- To model our school Christian values
- To offer support to colleagues and managers
- To listen to others
- To give opinions in a constructive manner
- To model courteous behaviour
- To recognise and acknowledge positive behaviour in others
- To seek information and use lines of communication
- To support others developing their skills in promoting positive behaviour and good attendance
- To acknowledge areas of their own behaviour management skills which could be developed
- To clarify and fully agree with their children how the values relate to the expectations within their class.

Parents/carers

Rights

- To be treated with respect
- To be kept informed about their child's progress
- To be listened to
- To have access to information on the school's approach to behaviour and attendance
- To have concerns taken seriously.

Responsibilities

- To behave respectfully towards others
- To make sure their child attends school regularly
- To talk to their child about what he/she does in school
- To talk to teachers if they have any concerns about their child's learning or wellbeing
- To listen to others
- To absorb information and share concerns
- To share concerns constructively
- To actively support the School's Home School Agreement
- To support our school Christian values

Establishing and promoting positive behaviours through relationships.

Relationships with children:

The most important factor is a positive pupil and class teacher relationship. The strategies set out below will be used by the class teacher as the most positive relationship must be between the child and the adult they spend the most time with. Without this positive relationship between the class teacher and pupil all other strategies will quickly or eventually prove to be unsuccessful. This positive relationship is built in 3 ways:

- Through congruency (genuineness). This means being honest and genuine.
- Through respect. We expect children to earn our respect but we must also remember that we are the adults and we need to earn the respect of the children. As adults, we need to be positive role models demonstrating our school values.
- Through empathy. When things go wrong we need to understand why children have acted in the way they have done. This is achieved by talking through the situation with the class teacher. This positive relationship enables us to: address the reasons why the behaviour took place; apply consequences where appropriate, and aim to avoid a reoccurrence.

Relationships with parents:

Positive relationships between the teacher and parents are vital for all families. These relationships are formed and enhanced through:

- Regular communication
- Honest communication
- Being helpful
- Being approachable
- Being professional
- Being positive about their children, even when there are issues which need to be discussed and addressed.

Enhanced Pupil Support

For those pupils who are identified as having more persistent difficulties with their behaviour, additional support will be put in place through the use of behaviour management plans and target behaviour sheets. Parents will be kept informed at all times and if deemed necessary placement on the Special Educational Needs (SEND) register will be considered. This would be led by the Special Needs Co-ordinator (SENCO). For those children having significant difficulties the school will call upon the support of outside agencies when appropriate (see Special Needs policy).

Physical Management

Should it be considered that a pupil's behaviour is at risk of requiring physical management parents would be required to sign the physical management permission plan. Should this become necessary designated members of staff will be given the necessary training. We have a school policy regarding physical interventions.

School Bus

Children using the school bus are the responsibility of their parents. School staff supervise the children using the bus on their arrival at school and accompany them to the bus at the end of the afternoon. We also expect the children to behave appropriately on the bus and we support parents in enforcing the following rules:

- Find your seat quickly and put on your seatbelt.
- Remain seated until the bus reaches your stop.
- Talk quietly and behave sensibly demonstrating our school values.
- Be courteous to the driver and others using the bus.
- Do not distract the driver.

Sanctions

- The school system for dealing with inappropriate behaviour will be used (see below/posters in class).
- Parents will be informed and involved in discussion if inappropriate behaviour continues.

Children using the bus and their parents are expected to sign the bus contract on an annual basis. A child may be refused the use of the bus for a prescribed period of time if the expectations on the contract are not achieved.

Actions used to promote good behaviour in any situation

Children are given clear guidance about the choices they make. We strive to ensure that all children make the right choice in school and in life. We support this by:

- Ensuring teacher/pupil relationships are positive.
- Being a positive role model using the school values and ensuring the learning environment is positive, organised and tidy.
- Regularly reminding children about our school values, and celebrating them when they are kept.
- Using non-verbal reminders to encourage good behaviour e.g. signals to sit up, turn round, stop what they are doing, listen carefully etc.
- Giving anonymous verbal reminders e.g. "We are just waiting for 3 children to look this way, ready to start the lesson".
- Responding positively to children's contributions.
- Making positive comments in books, reflecting effort/achievement.
- Ensuring behaviour that is deliberately ignored is addressed privately with the child.
- Ensuring that a stated course of action is followed up.
- Ensuring that the child knows it is the behaviour you do not like, not him/her.
- Having high expectations of all areas of children's work in school (behaviour, attitudes, academic work, presentation of work and looking after books).

Procedures for dealing with inappropriate behaviour and bullying (in conjunction with Anti-bullying policy)

Each class will have a specific and personalised classroom behaviour plan, which uses the school values and is age appropriate. Rewards are agreed between staff/children. It is the responsibility of the

classteacher to ensure pupils are clear on the classroom plan, expectations and procedures shown below. Consistent use of this plan is essential.

If behaviour is stopping others from learning, or staff from teaching, the following steps will be followed:

Classroom	Playground
<p>1. The teacher will give a verbal warning.</p> <p>2. A 'yellow card' sanction will be given. The child will be asked to sit away from the class to reflect upon their behaviour. He/she will be expected to complete the work they miss. The teacher will discuss the behaviour with the child and the form will be kept. The child will attend a break time detention. A 'Yellow card' letter will be sent to parents with a reply slip to return.</p> <p>3. If the child continues to behave inappropriately a 'red card' sanction will be used. He/she will be sent to the Head Teacher. They will be given an internal exclusion and will work elsewhere. The Headteacher will contact their parents as soon as possible after the incident, to discuss the matter with the child and the class teacher.</p>	<p>1. The child will be given a verbal warning.</p> <p>2. A 'yellow card' sanction will be given. The child will spend the rest of their playtime at the fence or with a member of staff on duty. The teacher will be informed using a report slip. The class teacher will inform parents.</p> <p>3. If the child continues to behave inappropriately a 'red card' sanction will be used. He/she will be sent to the Head Teacher, and their parents will be contacted as soon as possible after the incident, to discuss the matter with the child and the class teacher. Exclusions from break time will take place if concerns regarding behaviour and health and safety continue.</p>

To avoid constant verbal reminders, each step will only be used once in any half day session.
Any further inappropriate behaviour will result in the next step being used.

MAJOR INCIDENTS IN THE CLASSROOM OR DURING A BREAK WILL TRIGGER A RED CARD IMMEDIATELY. For example: refusing to follow instructions despite reminders, bullying*, threatening/aggressive behaviour, hurting another child/adult, swearing or using inappropriate language, spitting, stealing, deliberate deceit or damage to property and unsafe behaviour / throwing things.

**Bullying refers to racial harassment and racist bullying, bullying because of pupils' religious beliefs, sexual bullying, bullying because of pupils' sexual orientation (or perceived sexual orientation, including the use of homophobic language), bullying of pupils who have special educational needs or disabilities and bullying based on any form of prejudice (for further information refer to the Anti-bullying policy)*

Repeated 'red card' sanctions or major incidents as indicated above will result in internal exclusion to another classroom or exclusion from school for a fixed period of time, refer to the school exclusion policy.

Rewards.

As a school, we aim to strike a balance between the acknowledgement of effort and achievement with ensuring that children are motivated to work based upon learning rather than on being rewarded. In all class groups, verbal praise and acknowledgement of achievement is a key part of our teaching approach.

Class groups will have a range of reward systems appropriate to the personalised needs of the class and children.

Whole school reward systems:

- Celebration worship every Friday afternoon.
- Staff inform parents/carers of children's good work.
- House points will be awarded by staff. Letters from the Headteacher will be sent home at the following intervals:

10 house points	–	Bronze certificate
25 house points	–	Silver certificate
50 house points	–	Gold certificate
75 house points	-	Platinum certificate
- Reading miles will be awarded for reading books. Letters from the Headteacher will be sent home at the following intervals:

10 reading miles	–	Bronze certificate
20 reading miles	–	Silver certificate
30 reading miles	–	Gold certificate
50 reading miles	-	Platinum certificate

Continuing Professional Development for all Staff

Through the schools performance management systems any professional development requirements for behaviour management will be supported through either in house support and training or accessing an inset programme. All staff will receive annual training regarding all forms of bullying and the school policy for dealing with reported incidents of inappropriate behaviour. In addition to this, commercial training bodies will be accessed for more specific training requests. These will be available for all members of the school's staff.

Should parents/carers approach the school for support in developing their child's social, emotional and behavioural skills, time will be made available for this to take place and the relevant agencies contacted if parents/carers so wish. We also have access to The Warriner Partnership Home School Community Link Worker whom we can refer families to.

Monitoring and Reviewing of this Policy

Regular monitoring of this policy is essential due to the crucial element of consistency in its application by all staff. Focus weeks will take place throughout the year for the senior management team to monitor specific aspects of the policy and feedback to staff; this in turn will ensure a consistent approach.

Associated documents and policies.

- Valuing All God's Children
- Anti-bullying Policy
- Exclusion Policy
- Staff Code of Conduct
- Safeguarding Policy
- E-Safety Policy
- Acceptable Use of ICT agreements for staff and pupils

Our school systems for behaviour and rewards.

Rewards.

We have our class reward system and school house points.

10 house points	–	Bronze certificate
25 house points	–	Silver certificate
50 house points	–	Gold certificate
75 house points	-	Platinum certificate

Classroom	Playground
<p>1. The teacher will give you a verbal or visual warning. You may be asked to have a short amount of time out to think about your choices.</p> <p>2. A 'yellow card' sanction will be given. You will be told to sit alone. This might be in your room, a different classroom or outside of the room. You will be expected to complete the work you miss. The teacher will discuss the behaviour with you. You will attend a break time detention. A 'Yellow card' letter will be sent to your parents with a reply slip to return.</p> <p>3. If you continue to behave inappropriately after a 'yellow card' then a 'red card' sanction will be used and you will be sent to the Head Teacher. You will be given an internal exclusion and will work elsewhere for the rest of the day. The Headteacher will contact your parents as soon as possible after the incident, to discuss the matter.</p>	<p>1. You will be given a verbal warning.</p> <p>2. A 'yellow card' sanction will be given. You will spend some of your playtime at the fence or with a member of staff on duty. The teacher will be informed using a report slip. You class teacher will inform your parents. A 'Yellow card' letter will be sent to your parents with a reply slip to return.</p> <p>3. If you continue to behave inappropriately or refuse to follow the instructions you are given, a 'red card' sanction will be used. You will also be sent to the Head Teacher, and your parents will be contacted as soon as possible after the incident to discuss the matter. Exclusions from break time will take place if there are concerns regarding behaviour and health and safety.</p>
<p><u>MAJOR INCIDENTS IN THE CLASSROOM OR DURING A BREAK WILL LEAD TO A 'RED CARD' IMMEDIATELY.</u></p> <p>Refusing to follow instructions despite reminders, any form of bullying, threatening/aggressive behaviour, hurting another child/adult, swearing or using inappropriate language, spitting, stealing, deliberate deceit or damage to property and unsafe behaviour / throwing thing.</p>	

Bullying refers to racial harassment, bullying because of pupils' religious beliefs, bullying because of pupils' sexual orientation or gender (including the use of homophobic language), bullying of pupils who have special educational needs or disabilities and bullying based on any form of prejudice.

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