

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour for Learning Policy
Statutory Policy



Behaviour for Learning Policy

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| Date of Approval: | 20 th March 2019 |
| This policy will be reviewed by the LPP Committee every 3 years | |
| Date for Review: | March 2022 |
| Signature | <i>C. Hirstidge</i> Date |
| Head Teacher | |
| Signature | Date |
| Chair of Governors | |

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour for Learning Policy
Statutory Policy

Introduction

Behaviour for Learning Policy

‘I’ve learned that people will forget what you said,
people will forget what you did,
but people will never forget how you made them feel.’

Maya Angelou

Summerville Primary adopts the STEPS therapeutic approach to behaviour management. Therapeutic is defined as an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.

At Summerville, we teach behaviour by

- Building strong relationships across all areas of our community
- Valuing individuals
- Role modelling adult:adult, pupil:adult
- Being consistent
- Using scripts and routines
- Using positive phrasing
- Planning responses
- Use of rewards and positive reinforcement
- Giving feedback and recognition
- Comfort and forgiveness

Children learn best when they feel safe and liked. All adults in our school recognise that they can greatly influence the positive ethos of the learning environment. Staff are expected to meet children at the door with a warm, friendly greeting in the morning to set the tone for the day. We are mindful that few of our children can influence the time they arrive in school so a ‘thank goodness you’ve arrived because we need your drama/maths/reading skills today!’ may help to alleviate a child’s anxiety.

Classroom routines should be established backed up with a visual timetable to support all learning. Golden rules and class rules (drawn up with the children) should be displayed and referred to frequently.

GOLDEN RULES

Be gentle

Be kind and helpful

Work hard

Summencroft Primary School – An Academy School

Achieving through care, challenge and creativity

Behaviour for Learning Policy

Statutory Policy

Look after property

Listen to people

Be honest

A shared understanding of the Golden Rules is achieved through assemblies, PSHCE including SCARF materials, Talking Groups and is modeled by **all** adults in our school. Special Children briefing meetings on Friday mornings share information with staff which may help to understand how children are feeling and therefore may influence their behaviour. Notes are kept in both staff rooms and in the main office. Please read this weekly and discuss any further details with the adult sharing the information.

Part 1

Strategies for recognising prosocial behaviour for learning:

It is important that a consistent approach is used by all staff in our school. Within class, a positive approach to learning is rewarded by moving through the behaviour for learning zones which is linked to the school's Learning Powers. All children start in green (Yr 1-6) or on the rainbow (EYFS) with the expectation that they will continue to demonstrate positive behaviours towards their learning. If a pupil demonstrates learning powers such as: persistence, resilience and creativity or thinking skills, they will be recognised by moving their name up into first silver (sunshine), second silver and into the top award of 'Gold' (superstar). When gold or superstar is achieved, the children visit a member of the Leadership Team to celebrate their achievements and receive a golden sticker. This is recorded as part of a monitoring process and shared with staff.

- Other strategies which recognise good behaviour for learning includes house points (including reaching second silver), class stickers, stampers, being asked to share in class or in another class, marbles in the jar, inviting parents into the classroom, post it notes with comments written on (good concentration/thinking etc), nominated for Golden Folder assemblies and being given special responsibilities.
- In our school, positive touch is used to congratulate children: ruffling hair, patting a shoulder, high 5s, fist bumps, giving a hug and responding to a hug initiated by a child. Permission from children should be sought before giving a hug in recognition of children having rights over who touch them. 'Am I allowed to give you a hug?' Where positive touch may be used to comfort children 'Would you like a hug? Can I give you a hug?' is used.

Whole class achievement is celebrated during 'Golden Time' on a Friday (non Summencroft Time) afternoon (15/20 minutes usually – longer towards an end of term treat). This should be a structured time with choices (extra sport, cooking, use of playground apparatus, picnics etc and not a free for all).

Summerville Primary School – An Academy School

Achieving through care, challenge and creativity

Behaviour for Learning Policy

Statutory Policy

Explicit descriptions given to pupils about their achievements helps to motivate further achievement and gives clear messages to all children about the attitudes we value in school.

From time to time, some children will struggle to self-regulate and need additional support to meet behaviour expectations and keep the Golden Rules.

Strategies to consider:

- Ensure that the curriculum is appropriately differentiated for the child – we recognise there is an inseparable link between teaching, learning and behaviour.
- Remain calm, use the child's name first before giving instructions to make sure they are cued in.
- Use 'thank you' rather than 'please' when giving an instruction –for example, 'pick up the book, thank you.'
- Use positive phrasing: Stand next to me, put the pen on the table, walk with me to the library, stay seated in your chair.
- Spend time with child, in private if possible, to try to understand the reasons for the behaviour.
- Ignore secondary behaviours (eye rolling, muttering under their breath, stomping about, banging books on tables etc) which the child may show whilst they conform to the initial instruction (these can be dealt with later).
- Explain clearly to the child, using the Golden Rules, why the behaviour is causing concern and reinforce the fact that it is the behaviour and not the child that you do not accept. Emphasise the importance of learning and that the behaviour is preventing learning taking place.
- Always tell the child the consequences should the unacceptable behaviour continue and always carry it out.
- Give limited choices – Where shall we talk, here or in the library; put the pen on the table or in the box; are you going to sit on your own or with the group; are you starting your work with the words or a picture?
- Allow take-up time by giving limited choices and moving away.
- Recognise that some behaviour may be attention seeking and choose to ignore or distract the child in order to avoid negative reinforcement.

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour for Learning Policy
Statutory Policy

- When appropriate, discuss difficult behaviour with a colleague who has taught the child before.
- Disempower the behaviour: You can listen from there, Come and find me when you come back, Come back into the room when you are ready, We will carry on when you are ready.
- Seek support from parents earlier rather than later.
- Ask a trusted adult to talk to the child if you cannot get to the bottom of the problem. Sometimes the child may relate better to another member of staff.
- Devise a report card/'catch me being good' card, giving the child small, achievable targets in any given time. This may be shared with parents, Deputy/Headteacher as appropriate.
- For serious or persistent unacceptable behaviour report to the class teacher or Leadership Team.
- After a warning, the Head/Deputy may take the decision to withdraw responsibility, e.g. monitor, playleader, representing the school in extra-curricular events.
- Seek help from the Deputy Headteacher/SENCo who may access outside agencies, e.g. Educational Psychological service, Behaviour Support Team, Rivers Education Support Centre, Aspects etc
- After an event, use an incident card (see appendix 1) to record the matter in order to spot patterns and trigger points.

Remember, it is the certainty that there are consequences for antisocial behaviour that is important – not the severity!

It is important to plan responses for misbehaviours as we all have different levels of tolerances.

Should a child demonstrate behaviour which disrupts the learning of others (or themselves) then the behaviour for learning chart is used after a non-verbal warning is given. A further verbal warning then results in the child moving into first orange (EYFS - sad cloud). Clear warnings should describe the behaviours that need to change to enable the child to move back into green.

If the behaviour continues then the child moves into second orange and should be sent for thinking time in the parallel class or the next year group up. A child should not be sent to a lower year group. Year 6 children will be referred to the Headteacher or Deputy if the

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour for Learning Policy
Statutory Policy

parallel class is not available. Conversation with the child should be minimal, allowing time for the pupil to think about how they can improve their behaviour. Again, clear description should be given to enable the child to move back into first orange and then green.

When returning to class, talk briefly to the child to re-establish a positive start to the rest of the session. Look for improvements and reward immediately by moving up the chart. Should the behaviour not improve and s/he is moved into red, this must be followed up by the Head or Deputy *at an appropriate time*. This will be monitored and if a child is in the red zone on three occasions in one term, parents will be asked to come in and discuss their child's behaviour.

Some behaviours, such as swearing or use of abusive/racist language, fighting, throwing items at people in anger etc are unacceptable and are 'red' behaviours. In these cases, the child's name moves straight into red.

Some children will find the act of moving their own name into orange/red extremely uncomfortable and triggers a further spiral of difficult behaviour. If this is the case, move their name yourself. Under no circumstances should another pupil be used to move the child's name on the behaviour for learning zone.

Should a child move into the orange zone more than three times in a week, the class teacher will inform the parents.

Part 2

Strategies for managing children who display difficult behaviours:

It is important for pupils to understand their own feelings and behaviours as well as the impact they have on others. Summerville uses a range of age appropriate strategies to facilitate this understanding:

- Social stories
- Comic strip conversations
- Drawing for talking
- Restorative Justice approach
- Sand tray therapy
- Lego therapy
- Protective behaviours

Examples of difficult or dangerous behaviours:

- Uncooperative or defiant behaviour which makes it difficult for teachers or members of staff or children to carry out their work effectively
- Lack of respect for school property and that of other persons.
- The use of violence including retaliation
- The use of abusive/sexist/racist language
- Bullying – repeated physical, emotional and verbal

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour for Learning Policy
Statutory Policy

In extreme cases:

‘Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)’

Department for Education - Statutory Guidance 2012.

‘Emotional and social competences have been shown to be more influential than cognitive abilities for personal, career and educational success.’

Daniel Goleman

Underpinning our philosophy to behaviour management is the belief that all behaviour is communication. In order to improve the educational outcomes for the child the school seeks to enable their engagement with learning by understanding their difficulties. **Anxiety Maps** (Appendix 2) are used to analyse anxiety and dependency based feelings that create difficult behaviours. By tracking staff, location, activity, time we can manage overwhelming anxiety using differentiated practice to meet the child’s needs.

As we believe that positive experiences create positive feelings and in turn positive feelings create positive behaviour, we use **Roots and Fruits** (appendix 3) to explore what pro-social experiences should be planned for pupils in order to increase their pro-social feelings and therefore their pro-social behaviours. Information from the Roots and Fruits planning and Anxiety Maps will form a foundation of knowledge to apply to **Individual Risk Reduction Plan**. (Appendix 4)

CONSEQUENCES

All staff have a responsibility for behaviour throughout the school, with regard to the statements in this policy:

The nearest member of staff should:

- Stop inappropriate behaviour
- Use positive phrasing: Stand next to me, put the pen on the table, walk with me to the library, stay seated in your chair.
- Use the de-escalation script (appendix 5)
- Stress that the behaviour is unacceptable and take action where necessary
- Report to the Leadership Team
- Tell class teacher, if appropriate, who may speak to parents

Behaviour Consequences

(to be displayed in class)

The Golden Rules will be displayed in all classrooms

Classroom rules will be written at the beginning of the year and displayed for everyone to see.

If a child 'breaks' a rule the following consequences apply one after another, until the behaviour is acceptable:

- Non verbal rule reminder (stay in **green**)
- Verbal rule reminder
- Second verbal rule reminder (**first orange**)
- Time out at a designated place in the classroom
- Time out in a parallel year group classroom (**second orange**)
- Time with the Head/a Deputy Headteacher (**red**)

In some cases it might be appropriate for a higher level of consequence to be applied.

The school will contact parents and carers when behaviour is causing concern.

Any incident of aggressive behaviour or swearing will result in immediate time out in another classroom. An incident card will be completed. The Head and Deputy and parents and carers must be informed.

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour for Learning Policy
Statutory Policy

EXCLUSION

In extreme circumstances the decision may be taken by the Head, after consultation with staff, parents and carers and Chair of Governors, to exclude a child for a fixed period of time. The School follows the guidance contained in the HCC Exclusion Guidance April 2016 unless there is good reason to depart from it.

Parents and Carers will be asked to accompany the child on his/her return to school for an reintegration interview with the Deputy/Headteacher to establish clear guidelines for the child's future behaviour.

Guidelines for behaviour which could lead to exclusion from school

We would have endeavoured to carry out all school procedures as laid down in the behaviour policy and our expectation would be that parents would have been involved.

- Behaviour which is life threatening
- Intentional physical violence towards a member of staff
- Unprovoked and/or sustained violence towards another child
- The deliberate use of extreme, abusive language towards anyone in the school community
- Repeated and deliberate abusive, racist or sexist language
- Defiant behaviour, i.e. repeated and deliberately refusing to co-operate, or behaving in an unreasonable and disruptive way.
- Deliberate damage to school property or that of other persons
- Malicious allegations

Part 3

Assertive strategies for children

Assertiveness training/discussion is an important part of supporting our children as part of the PSHCE programme of study and is included in SCARF materials. It is also covered during assemblies and Talking Groups.

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour for Learning Policy
Statutory Policy

- Encourage the use of body language, e.g. eye contact, shake head, move away, standing tall
- Encourage awareness of helping others, seeking help and not being a bystander
- Encourage the child to tell and share the problem with another child if being bullied or hurt
- Encourage children to practise the use of assertive statements - Stop it!, Go away!, I don't like it!
- Encourage children to stand tall and use a strong voice. It's important for adults to demonstrate these points and for children to rehearse them.

Part 4

PLAYTIME AND MID-DAY ARRANGEMENTS

The responsibility of supervising the children during the lunchtime period rests with the Head, Deputy and Assistant Head with the Midday Supervisory Assistants.

Rules for playtimes are displayed around the Foundation, KS1 and 2 playgrounds and MSAs should refer to these regularly when reminding children of expectations. MSAs play a vital role in managing positive behaviours and work to build relationships with the children in year groups (KS2) or classes (F, KS1)

In the playground

We expect the children to play fairly and sensibly. Where disputes occur it is the responsibility of the midday supervisors to resolve the matter at the time as far as possible.

A *proactive approach* is needed to prevent unacceptable behaviour. Distract or redirect children if a situation is becoming a problem. Ask the child to remind you of the Golden Rules. Ask the children what they need to change. Use of 'hand hold' or 'walk with me' is useful to allow a child to calm down but also to observe children playing appropriately.

Serious incidents involving bullying, swearing, physical abuse or racial issues must always be referred to the class teacher or a member of staff through the Head, Deputy, Assistant Head or the office.

Gold cards are used to reward children spotted doing the right thing – acting kindly towards each other, looking after an upset child, tidying up equipment, being helpful etc Pupils ***should not*** ask to be given a card and they work most effectively when given secretly. Hand them to a teacher, Head, Assistant or Deputy Headteacher. They are then awarded in Assemblies.

Summerville Primary School – An Academy School

Achieving through care, challenge and creativity

Behaviour for Learning Policy

Statutory Policy

Persistent misbehaviour can be recorded using a 'Red Card'. Please tick the appropriate comment to accompany the 'Red Card'. Make a note of the child's name in the Red Card folder along with the day's date, time of issue and reason. These 'Red Cards' help us monitor regular offenders in the playground.

In this situation children will lose their playtime. Parents/carers would usually be informed and asked to sign the back of the card and return to school. If a child receives three red cards in a term, parents/carers will be invited in to school to discuss behaviour. The Head and Deputy monitor this procedure.

One child should not be relied upon to recount the events, speak to all those involved to find out what happened. Children can draw the incident to help them explain the order of events.

Teachers will be supportive of Midday Supervisors. Should a Midday Supervisor be otherwise engaged and a teacher sees an incident of bad behaviour, s/he will intervene.

GENERAL POINTS

This policy can only be effective if all adults, on school premises, are consistent in their approach in terms of providing examples for children to emulate. All adults need to be consistent in their attitude to giving praise and being positive in encouraging what is required.

If there is a need to physically intervene when dealing with children, all staff must follow the Restrictive Physical Restraint Policy based on STEPs training. "Restrictive Physical Intervention" (RPI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use "reasonable force" to control or restrain pupils in circumstances that meet the following legally defined criteria.

Restrictive physical interventions may be used to prevent a child or young person:

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child's own property*)

It is important that supervision is not only following legal requirements but is of a caring nature and not dependent upon disciplinary sanctions.

We must actively encourage the involvement and co-operation of parents, particularly relating to children whose behaviour patterns do not respond to strategies already mentioned.

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour for Learning Policy
Statutory Policy

GENERAL PRINCIPLES

Summerville Primary acknowledges its legal duties under the Equality Act 2010 and in respect of safeguarding and pupils with special educational needs.

A sanction must not be in breach of any legislation and must be proportionate and reasonable in the circumstances taking into account the age of the pupil and any special educational needs and any disability the pupil may have and any religious requirements affecting the pupil.

Corporal punishment is illegal.

If the behaviour of a pupil gives cause to suspect that the pupil is suffering or is likely to suffer significant harm then the provisions of the school's Safeguarding Policy should be followed.

This Behaviour for Learning Policy also applies to the misbehaviour of a pupil off school premises on school organised or school related activities, travelling to or from school, when wearing school uniform or when otherwise identifiable as a pupil of the school and to the misbehaviour of a pupil at any time when it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

This Policy incorporates the school's Anti-Bullying Charter.

The property of a pupil may be confiscated and retained or disposed of as is reasonable in the circumstances.

Interpretation

Any reference to a statute, statutory guidance and any other document shall be construed as a reference to that statute as amended or re-enacted and to the current edition or replacement of that statutory guidance or other document

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour for Learning Policy
Statutory Policy

APPENDIX 1

Incident card

(For use by class teachers to communicate with SLT)

**Summerville Primary School
Behaviour Management Policy
Incident Card**

Child's Name..... Class.....

Incident:
Antecedents (what was happening before the behaviour, including activity & time):

Behaviour (what happened):

Consequences (what was the result of the behaviour):

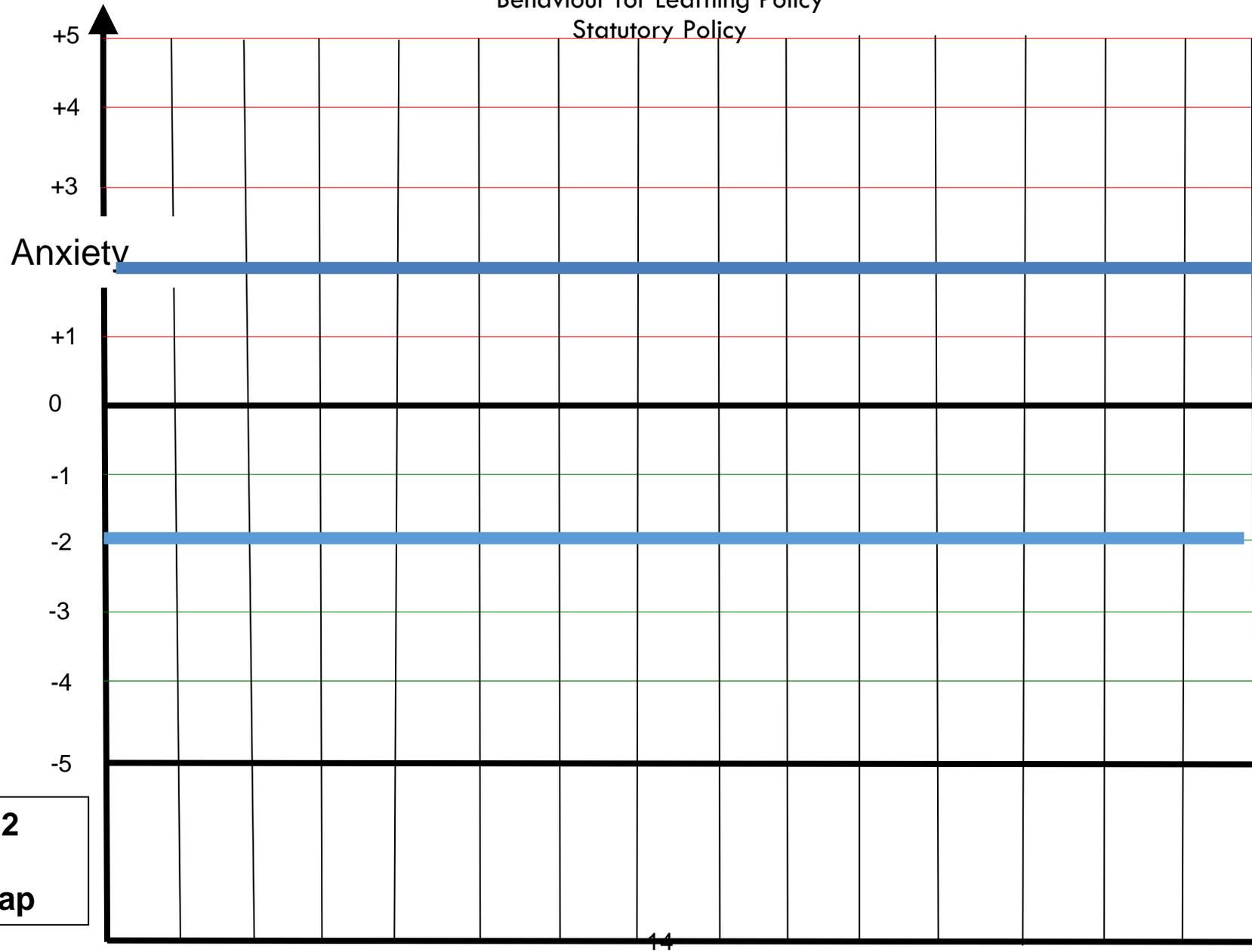
Signed:..... Date

Leadership Team follow up notes:

Summencroft Primary School – An Academy School
Achieving through care, challenge and creativity

Behaviour for Learning Policy

Statutory Policy



Appendix 2
Anxiety Map

Summerville Primary School – An Academy School

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Behaviour for Learning Policy

Statutory Policy

APPENDIX 3 Roots and Fruits

| | |
|------------------|--|
| Name | |
| Supporting Staff | |
| Date | |
| Review Date | |

Anti-social / difficult /
dangerous Behaviours

Pro- social
behaviours

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative
Experiences

Pro-social / positive
experiences

Summerville Primary School – An Academy School
Achieving through care, challenge and creativity
Behaviour for Learning Policy
Statutory Policy

APPENDIX 4 Individual Risk Management Plan (Doc 2)

| Name | DOB | Date | Review Date |
|--------------|---|------|-------------|
| Photo | Risk reduction measures and differentiated measures (to respond to triggers) | | |

Summencroft Primary School – An Academy School
Achieving through care, challenge and creativity
 Behaviour for Learning Policy
 Statutory Policy

| | |
|--|------------------------------|
| Pro social / positive behaviour | Strategies to respond |
| Anxiety / DIFFICULT behaviours | Strategies to respond |
| Crisis / DANGEROUS behaviours | Strategies to respond |
| Post incident recovery and debrief measures | |

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

APPENDIX 5 **De-escalation Script**

- **Learner's name**
- **I can see something has happened**
- **I am here to help**
- **Talk and I will listen**
- **Come with me and.....**