



## **St Michael's C of E VA Primary School**

**As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.**

**“St Michael’s is an inclusive school and respects and values the diversity of the Community”.**

# **Behaviour for Learning Policy**

**In consultation with:**

- **staff and children in June 18**

**Approved by Governing Body:**

**Reviewed by Governing Body:**

## **Introduction**

At St Michael's Primary School we take a positive and proactive approach to promote and support pupils to engage with education. We believe that good behaviour is essential for effective teaching and learning to take place, and that both pupils and staff have the right to work in an environment which is safe, friendly and fair.

Everyone at St Michael's has a role in promoting high standards of behaviour and behaviour for learning. Each child has the right to feel safe and respected at all times and to expect an environment conducive to successful learning. All members of the school community need to work together to ensure this policy is successful.

This policy has been developed in line with our core Christian values and is underpinned by Hertfordshire Steps. Hertfordshire Steps is a therapeutic approach to behaviour where every pupil is given an equal opportunity to develop socially, to learn and to enjoy community life. This will be achieved through:

- Shared values and beliefs.
- Shared principles of communication and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

At St Michael's we have two certified Steps Tutors (Deputy Headteacher and Behaviour Lead) who delivered Hertfordshire Steps training to all staff in January 2018. This is updated annually.

## **Principles**

There are two basic principles upon which our Behaviour for Learning Policy is based:

- We believe that all staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour with an understanding of what the behaviour is communicating.
- We believe that all staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

## **Aims**

The purpose of this policy is to ensure the pupils, staff, parents and governors understand the school's approach to behaviour and the individual roles we have in this regard. The Headteacher is primarily responsible for the behaviour in the school. In this, the Head is supported by the governors, staff and parents. As a staff, we believe that all pupils in our school have the right to:

- Feel safe and secure at school
- Have fun
- To learn and successful
- Be themselves

## Values

As a church school we value the Christian ethos that permeates throughout the curriculum and every aspect of school life. We value:

- the importance of the individual
- the contribution that individuals make to the community
- the mutual respect, understanding and tolerance between all members of the school community
- working together as a team
- promoting a sense of fair play, equality and justice
- our pastoral care systems between staff and children and between older children and younger children
- promoting good citizenship

Acknowledgement of these values is reflected in our Ofsted report, March 2017, which states:

‘I was impressed by the environment for learning that staff create in both of your buildings. A sense of order and the celebration of pupils’ achievements and work are immediately apparent.’

Also:

‘Pupils are proud of their school, respectful and contribute well to the harmonious ethos that is so evident.’

Our Statutory Inspection of Anglican Schools report, April 2015, states:

‘The new leadership has established policies firmly rooted in the Christian gospels, which are reflected in the excellent behaviour of pupils and attitudes to learning.’

Also:

‘Pupils behaviour is excellent because they are immersed in an ethos which puts Christian love at the heart of the school. Pupils and parents like the changes to the new behaviour policy because of the emphasis on forgiveness.’

## Responsibilities, Rewards and Consequences

Our behaviour policy depends upon rewarding and reinforcing good behaviour and giving clear consequences for unacceptable behaviour. Children require clear, fair rules which they are regularly involved in discussing and revising. An essential element is developing positive behaviour for learning which enables children to be independent, successful learners.

### Our Golden Rules

We have an agreed set of Golden Rules which help us to work together for excellence to ensure St Michael’s Primary is a successful school.

#### **Golden Rules**

**‘Do unto others as you would have them do to you.’ (Luke 6:31)**

**We are gentle**

We don’t hurt others

**We are kind and helpful**

We don’t hurt anybody’s feelings

**We listen**

We don’t interrupt

**We are honest**

We don’t cover up the truth

**We work hard**

We don’t waste our own or others’ time

**We look after property**

We don’t waste or damage things

### Class Responsibilities

The Golden Rules are displayed in every classroom. At the beginning of the Autumn Term the class will work together to explore the Golden Rules and what they mean, what positive behaviour will look like in their classroom, around the school and on the playground. As a result the class will develop a class charter stating the class responsibilities.

The golden rules and the class charter will be referred to when discussing rewards and consequences.

### Rewards

A range of rewards are provided for pupils who behave positively. These rewards and incentives may include:

- Praise and verbal recognition for good behaviour
- Stickers for reward cards
- Class celebration wall displaying:
  - Pupils learning
  - Pupils who have been kind and caring
- Sharing success with other members of the school community
- Headteacher awards
- Individual class reward systems

### Consequences

It is essential that there is always an **educational consequence** for unacceptable behaviour. This is where a pupil is supported to develop new skills or new ways of thinking; through discussion, debriefing or rehearsing. Educational consequences provide the pupil with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

Sometimes a **protective consequence** is needed immediately until educational consequences have been successful. Protective consequences are solely actions to ensure no further harm occurs in the short term. In serious case, this may be a temporary or permanent exclusion.

See Appendix 1 for further details of behaviour categories and consequences.

### Physical Intervention (PI)

At St Michael's all staff have received Hertfordshire Steps training covering 'Step On' training which focuses on de-escalation. It used techniques to de-escalate a situation before a crisis occurs and, where a crisis occurs, it adopts techniques to reduce the risk of harm.

"Physical intervention" (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama, etc)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils

- In rare circumstances, when Restrictive Physical Intervention is warranted

Please refer to the Restrictive Physical Intervention School Policy

### **Playground and Paddock**

High expectations of behaviour are applicable in all areas of the school community, including the playground and the paddock.

We recognise that there are some children for whom lunchtime can be a particularly challenging and often stressful time. Additional provision is in place for these pupils, who may find the lunchtime difficult or who need extra support with social interaction.

### **Bullying and harassment**

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community.

We take the issue of bullying seriously and work with members of our school community so that they know:

- What the school means by bullying or hurtful behaviour
- Why bullying or hurtful behaviour is totally unacceptable
- How we address bullying or hurtful behaviour
- What support there is for those who have been bullied or those who bully as well as unambiguous consequences for those who bully

Please refer to our separate Anti-bullying Policy which runs alongside this policy.

### **Special Educational Needs and Disabilities**

We recognise that for a small number of pupils whose needs are greater than those encompassed by the whole school rewards and consequences system, a more personalised approach is necessary in order to support them in their ability to emotionally regulate. Pupils with a higher level of need will have a Risk Management Plan, developed in collaboration with the pupil, staff, parents and other professionals involved in supporting the pupil.

Please refer to the SEN Information Report which informs the SEN Policy.

### **Working in Partnership with Parents**

At St Michael's Primary we believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. We share information by:

- Our Home School Agreement
- Newsletters
- Awards which are sent home
- Assemblies
- Telephone calls
- The procedures laid out in this policy and our parent/carers behaviour leaflet which explains the behaviour system, associated rewards and sanctions
- The procedures laid out in our Anti-bullying Policy
- Ensuring parents are involved in working with the school in managing their child's behaviour issues including through their involvement in Pastoral Support Programmes (PSP) and Team Around the Family (TAF) meetings where appropriate

**Other Agencies**

When appropriate, full use will be made of agencies such as Family Support Workers, Behaviour Intervention workers, Counsellors, Social Workers, Health Services, Educational Psychologist, Police, Child Protection Team, etc

Appendix 1

	Unacceptable Behaviour	Consequences
C A T E G O R Y 1	<ul style="list-style-type: none"> <li>• Being rude to a member of staff or another pupil</li> <li>• Shouting out across the classroom</li> <li>• Being deliberately loud to disturb others</li> <li>• Making silly noises that disturb others</li> <li>• Deliberately dropping litter</li> <li>• Pushing into the line</li> </ul>	<p>Educational Consequences:</p> <ul style="list-style-type: none"> <li>• You will be reminded of the behaviour that is expected</li> <li>• Consequence will be linked to the unacceptable behaviour e.g. pick up the litter dropped and dispose of it properly.</li> <li>• You will need to reflect and repair with your Class Teacher at lunchtime.</li> </ul>
	A debrief will take place with the child to discuss the effect of the child's choices on others e.g. the effect of tapping a pencil on other learners	

	Unacceptable Behaviour	Consequences
C A T E G O R Y 2	<ul style="list-style-type: none"> <li>• Continuing with any of the behaviours in Category 1</li> <li>• Swearing</li> <li>• Using unkind or offensive language</li> <li>• Lying</li> <li>• Using the play equipment in a dangerous way that puts others at risk</li> <li>• Ignoring instructions - not following what an adult has asked you to do</li> <li>• Refusing to do your work</li> <li>• Preventing others from learning</li> </ul>	<p>Educational Consequences:</p> <ul style="list-style-type: none"> <li>• You will be reminded of the behaviour that is expected</li> <li>• Consequence will be linked to the unacceptable behaviour</li> <li>• You will go to the class reflection area for a specified amount of time.</li> <li>• You will complete unfinished work during some of your lunchtime.</li> <li>• You may be asked to write a letter to say sorry</li> <li>• You will need to reflect, repair and restore with your Class Teacher at lunchtime.</li> </ul>
	The debrief will involve a restorative element, e.g. a letter of apology or a face to face apology that has been rehearsed	

	Unacceptable Behaviour	Consequences
C A T E G O R Y 3	<ul style="list-style-type: none"> <li>• Continuing with any of the behaviours in Category 2</li> <li>• Fighting</li> <li>• Stealing</li> <li>• Spitting</li> <li>• Bullying</li> <li>• Use of discriminatory language</li> <li>• Arguing rudely or aggressively with an adult</li> <li>• Threatening children or adults</li> <li>• Hurting someone deliberately</li> <li>• Deliberately damaging property</li> </ul>	<p>Educational Consequence:</p> <ul style="list-style-type: none"> <li>• You might be sent to another teacher</li> <li>• Your Class Teacher will speak to your parents about your behaviour</li> <li>• You and your teacher will discuss how to change your behaviour with your parents</li> <li>• Your behaviour will be recorded in the class behaviour log.</li> <li>• You will need to make up any working time you have lost during part of your lunchtime</li> <li>• You may have to talk about your behaviour with Mrs Crooks or Mrs Rafferty</li> </ul> <p>Protective Consequence</p> <ul style="list-style-type: none"> <li>• Temporary limited access to lunchtime – initially reflecting on behaviour and then completing an activity so that you show you are ready to access lunchtime safely.</li> <li>• Mrs Rafferty may exclude you from lunchtimes or for a whole school day</li> </ul>
	<p>The debrief will involve a restorative element e.g. interactions during lunchtimes are rehearsed, creating clear rules for games, social stories/comic strips are created to enable the pupil to understand how to reflect on and repair the incident</p> <p>An Anxiety Map will be conducted to ascertain key areas of anxiety to able to staff to implement preventative strategies.</p> <p>A Roots and Fruit tree will be completed, involving pupil, parents and staff to identify strategies to develop prosocial behaviours.</p>	

	Unacceptable Behaviour	Consequences
C A T E G O R Y 4	<ul style="list-style-type: none"> <li>• Continuing with any of the behaviour in Category 3</li> <li>• Hurt someone causing serious injury</li> <li>• Causing serious damage to property</li> <li>• Behaving in a way that is dangerous to yourself or others</li> <li>• Regularly behaving in a way that stops your class from learning</li> <li>• Bringing an object into school that could be intentionally used to harm another person</li> </ul>	<p>Educational Consequence:</p> <ul style="list-style-type: none"> <li>• Your parents will be contacted immediately by a member of the SLT</li> </ul> <p>Protective Consequence</p> <ul style="list-style-type: none"> <li>• You may be excluded from school for up to 5 days</li> </ul>
	<p>The debrief will involve a restorative element e.g. interactions during lunchtimes are rehearsed, creating clear rules for games, social stories/comic strips are created to enable the pupil to understand how to reflect on and repair the incident</p> <p>An Anxiety Map will be conducted to ascertain key areas of anxiety to able to staff to implement preventative strategies.</p> <p>A Roots and Fruit tree will be completed, involving pupil, parents and staff to identify strategies to develop prosocial behaviours.</p> <p>Individual Risk Management Plan will be developed and reviewed regularly. This will enable all staff working with the pupil to use consistent strategies to develop prosocial behaviours.</p>	