



## **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 September 2015**
- **parents in November 2015**

**Approved by Governing Body: 13 November 2015**

**Reviewed by Governing Body: 15 November 2016**

## Introduction

At St Michael's Primary School we take a positive and proactive approach to behaviour management and the development of learning behaviours. 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. The staff and governors want to establish a clear and shared understanding between teachers, support staff, parents and children about the standards of behaviour we expect at school, how we encourage good behaviour and what we do to discourage inappropriate behaviour.

Good behaviour must be carefully developed and supported. We believe that high self-esteem promotes good behaviour, effective learning and positive relationships, and that these arise from rewarding success and giving praise for effort and achievement.

## Principles

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

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable **not** the child
- We believe it is our duty to promote and encourage positive behaviour and not just react to that which is unacceptable

## Aims

- To promote a happy, caring, stimulating environment within a Christian framework where everyone feels safe and is safe;
- To promote equality of treatment and equal access to educational opportunity within the school community;
- To create a calm and purposeful learning environment which enables all children to access the curriculum;
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty;
- To support the development of self-esteem and self-respect by distinguishing between a child and that child's behaviour;
- To acknowledge and value achievements at all levels in an environment that encourages pride in effort as well as achievement;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour and learning;
- To apply a consistent approach to behaviour and behaviour for learning throughout the school, in partnership with parents and carers;
- To make boundaries of acceptable behaviour clear and ensure that appropriate behaviour and behaviour for learning are encouraged and recognised;

## 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 2013, which states:

'Behaviour in class and around the school is outstanding. Pupils care deeply for each other and work positively with the adults who teach them.'

Also:

'Pupils are exceptionally welcoming and polite. They understand fully and embrace the school's core values of respect, care, tolerance and concern for all. They apply these principles consistently both in class, between lessons and during break times.'

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.'

## 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

The Golden Rules are displayed in every classroom. At the beginning of the Autumn Term children work together to explore the Golden Rules and what they mean, what this positive behaviour will look like in their classroom, around the school and on the playground. An essential element is developing positive behaviour for learning which enables children to be independent, successful learners.

### **Rights and responsibilities**

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Values resources, assemblies, circle times, class and school councils and planned PSHE&C sessions are used to develop a learning community where social, emotional and behavioural skills can flourish. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

Children's rights:	Children's responsibilities:
To be able to learn in a friendly, encouraging, secure, supportive and positive school environment.	To be co-operative and considerate. To do their work on time.
To be treated with respect and consideration	To treat others with respect and consideration
To have appropriate access to the school's facilities.	To share equipment. To care for equipment.
To have appropriate access to the teacher's time.	Not to demand attention all the time. To try to be receptive and co-operative.
To have a safe environment.	To act in a safe and responsible manner for themselves and others.
To be heard and be able to express opinions.	To speak out, but also to listen.
To know what is acceptable behaviour and the consequences of unacceptable behaviour.	To contribute to discussions regarding fair classroom rules and consequences with their peers and with adults. To follow their agreed class rules. To follow the school rules.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning play a significant contribution in ensuring appropriate behaviour. Thorough planning for the needs of individual children, the active involvement of children in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. As adults, we are responsible for a model of positive and respectful behaviour towards children and each other. All children should be treated sensitively; responses should never damage self-esteem, focusing on the behaviour rather than the individual child. We need to teach behaviour, as we teach other areas of the curriculum, through modelling of and praise for good practice. We not only model ways of resolving conflict, but also important concepts such as trust, respect and valuing individual diversity. We will actively listen to each other and respond sensitively and constructively to issues.

Staff rights:	Staff responsibilities:
To work in a pleasant and safe environment and to be able to achieve job satisfaction.	To play a part in the running of the school. To prepare lessons thoughtfully. To watch for unsafe behaviours. To support the construction of pleasant environments.
To have support from within the education system, including other members of staff if required.	To provide that support both informally and formally.
To be involved in a collaborative decision-making model within the school (curriculum and organisation).	To consult with each other and reach agreement. To be actively involved.
To be treated with respect and consideration	To treat others with respect and consideration
To be treated with courtesy by all.	To treat others with courtesy.
To expect that there will be no cultural, gender or physical discrimination against staff members	Not to discriminate or to accept others discriminating
To be able to create time-out situations for children when they are disrupting other people's rights to safe movement, learning, teaching or communication.	To use time out in a positive, constructive way to end disruptive behaviour. To follow up time-out with conferencing and contracting procedures as appropriate.
To contact, and have back-up and cooperation from, parents/carers and to be informed of family situations and home problems where they may affect behaviour and attitudes at school.	Teachers to contact the parents/carers if there is a problem. To provide information consistently. To be approachable, to listen, to make the time, to act on information.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, the layout of the room, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative, they should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution. Overall the classroom should provide a welcoming and affirming environment, which is accessible to all learners through differentiation.

### **Playground and paddock**

High expectations of behaviour are applicable in all areas of the school community, including the playground and paddock. All staff, including those employed at lunchtime, are trained to ensure that procedures are carried out consistently.

### **Promotion of self-esteem and personal and social skills**

We place a high importance on the promotion of self-esteem and use a variety of resources which are linked to the RE and Collective Worship policies and PSHCE curriculum, to develop all children's social, emotional and behavioural skills.

## **Promoting Good Behaviour**

The whole school community uses praise as part of their daily contact with pupils to reinforce and acknowledge positive behaviour and attitudes to learning. These may take the form of:

- Verbal praise
- Written praise through feedback and marking
- Positive feedback to parents or carers either verbally, in reading records or via phone calls home
- Sharing work with the class, other staff or classes or in sharing assemblies
- Peer review and feedback
- Peer and self-assessment
- Individual class-based systems of praise and reward
- Stickers, certificates and awards

### **Awards**

At St Michael's we believe that the balance between reward and consequence should be biased in favour of rewarding the good behaviour and behaviour for learning that we foster in the school's positive environment.

### **Individual Reward System**

We believe that all staff should make a contribution to acknowledging when children demonstrate positive behaviour and behaviour for learning. Stickers are given as rewards and are collected in Bronze, Silver and Gold Reward Cards. All children collect stickers over the course of the year and can enjoy seeing their personal progress. Once completed, the card earns a certificate and a badge, which are presented in assembly. The completed card can be taken home.

### **Headteacher's 'Learning Star' Awards**

Headteacher's stickers are given when children show exceptional learning skills, either in a specific learning activity or by reaching the 'Learning Star' picture on their class chart. Mrs Rafferty will telephone parents or carers, children will receive a Headteacher's sticker to put on their individual reward card (2 spaces) and will wear an 'Ask me why.....' sticker on their uniform.

## **The St Michael's Behaviour Chart**

As a sign that all children at St Michael's follow the St Michael's Golden Rules, the St Michael's logo is displayed in class and all children's names are placed on the logo. The Golden Rules are displayed next to the logo.

### **The Sunshine**

For children who exhibit behaviour or behaviour for learning that exceeds the Golden Rules their name will be placed on the 'sunshine' to acknowledge that they have exceeded the expected behaviour.

### **The Rainbow**

When children show exemplary behaviour or behaviour for learning their name will be placed on the 'rainbow' to acknowledge their achievement as an excellent role model. (If all the class achieve the rainbow level they will earn a coin for the class 'Pot of Gold'. Three coins will earn a whole class reward, as chosen by the class and the teacher together.)

## **The Learning Star**

When children show exceptional learning skills, their name will be placed on the 'learning star'. They will go to see Mrs Rafferty to receive a Headteacher's sticker (see above).

### **When children break the St Michael's Golden Rules**

At St Michael's we understand that children may misbehave for a variety of reasons. Despite focusing on rewarding positive behaviour we recognise that at times children may choose not to follow the Golden Rules. We work hard to:

- Apply consequences in a balanced way
- Focus on the behaviour
- Not label the child

For fairly mild behaviour which is disrupting the flow of teaching, learning or safe play, **we will always check that the task/instruction is fully understood**. A child is **given a reminder of what the adult does want to see**. The adult will give the child a second chance to follow the instruction or change their behaviour.

#### **Level 1**

If the low level disruptive behaviour continues a warning will be given that may link the behaviour to the Golden Rules. The child's name will be taken from the St Michael's logo and placed on the 'cloud picture' as a visual sign that the Golden Rules have been broken so that the teacher does not have to disrupt their teaching. The child will be given time to think about their behaviour and as soon as possible an adult in the class will talk to the child about their behaviour. This may happen during the lesson or at a break. Once the child acknowledges their mistake and chooses to modify their behaviour their name will be placed back on the St Michael's logo.

On the playground, the child will be spoken to by the adult on duty and be reminded of the Golden Rules

#### **Level 2**

If the child cannot modify their behaviour they will be asked to move to a different part of the class to work so that the other children can continue to learn.

On the playground they will be given a 'Cool Down' card and asked to stand with an adult on the playground for 5 minutes to calm down and think about their behaviour.

#### **Level 3**

If the level 2 sanction does not stop the inappropriate behaviour, the child will be asked to leave the classroom to go to their partner class with a 'Time Away' card where they will be expected to complete a 'Think Sheet' to reflect on what aspects of their behaviour have been unacceptable and how they can change this in the future.

On the playground, if a 'Cool Down' has not resulted in improved behaviour, the child will be given a 'Time Away' card and asked to come inside to discuss their behaviour with the member of staff who is on Lunchtime Duty and to complete a 'Think Sheet'. They may miss the remainder of their playtime.

'Time Away' is an opportunity for a child to avoid a continuing negative spiral.

The incident will be recorded in the class behaviour log. Parents/carers will be informed.

#### **Level 4**

Serious incidents of poor behaviour will be dealt with by a member of the senior leadership team. Children may get to Level 4 because of an isolated serious incident or because they have not responded at Level 3 and are therefore choosing not to try to manage their behaviour.

The incident will be recorded in the Headteacher's behaviour log. Parents/carers will be informed.

The child will stay out of class for the session.

If the incident happens at break time they will remain with the member of the SLT for the rest of the break time.

### **Level 5**

Children displaying more serious behaviours, such as violent, racist or bullying behaviour, will be sent to the Headteacher and will receive an appropriate consequence.

The incident will be recorded in the Headteacher's behaviour log.

Parents/carers will be informed and invited to a meeting to discuss the child's behaviour and the consequences.

### **Purpose of Sanctions**

The purpose of any intervention is to modify behaviour. Persistent negative behaviour can indicate an underlying problem which may need investigation. In cases of serious concern the support and advice of the Inclusion Manager or outside agencies may be sought and a support system put in place.

### **Unfinished Work**

Children who do not complete work set in a lesson because of inappropriate behaviour, should spend some of their lunchtime in class, supervised by the class teacher, in order to complete it. If it still remains unfinished, it may be sent home for completion.

Children should not miss their morning playtime to finish off work.

### **Recording Incidents**

Each class has a Behaviour Log which records all incidents at Level 3 or above. The log is reviewed by the SLT who monitor patterns of poor behaviour and the Headteacher reports to the Governors termly.

### **Exclusion**

Cases of serious behaviour problems may result in a fixed-term exclusion, following Hertfordshire County Council's Guidance for Exclusions, September 2012 (revised January 2013), under the category of 'Persistent Disruptive Behaviour'. This includes challenging behaviour, disobedience and persistent violation of school rules. Exclusion can be a response to a single very exceptional incident or as a result of a number of incidents growing in seriousness over a period of time.

Only the Headteacher can exclude a pupil from school. Exclusion should not be decided in the heat of the moment, although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- The pupil seriously breaches the school discipline policy in a violent way
- A range of alternative strategies have been tried and failed
- If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils or staff

Before reaching a decision the Headteacher will:

- Consider the evidence. If there is any doubt that the pupil actually did what is alleged the pupil will not be excluded

- Allow the pupil to give their version of events
- Consult with staff who have dealt with the incident or been involved with the current behaviour escalation

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an educational programme at a school.

### **Pupil Support Systems**

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with special educational needs, may find it continually difficult to follow the Golden Rules.

In order to support our most vulnerable pupils, individual strategies will need to be implemented. These may include:

- Meeting of all involved, including parents/carers – to draw up a plan of action
- Liaison with parents/carers (at least weekly)
- Home-School link book
- Inclusion Manager and Class Teacher planning appropriate interventions and additional support
- Individual visual timetables with a 'now' and 'next' focus
- Individual behaviour chart with rewards and consequences
- Cool down space (Resources room) for play time and lunch time
- Additional 1:1 support for emotional well being
- Counselling
- Relevant staff training or CPD
- Involvement of external agencies. It may also be appropriate to complete a Common Assessment Form (CAF) if multi-agencies are involved with the child.
- Being placed 'on report' by members of the SLT working with that child and class teacher. A mutual decision is made, involving the child, as to when the form is deemed no longer necessary. Parents/carers see the form daily.

### **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

### **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 Common Assessment Framework (CAF) meetings where appropriate

Parent/carer rights:	Parent/carer responsibilities:
To have information on school processes and curriculum.	To ask for information if they are unsure or want to know more.
To be able to participate in school activities and decision-making processes.	To make the time to be involved. To make the effort to be involved.
To receive and offer information about their children's education and behaviour.	To be open and encouraging and willing to listen. To develop with staff, workable solutions to problems.
To be treated with respect and consideration	To treat others with respect and consideration
To expect consistent approaches to codes of behaviour used by staff throughout the school.	To be involved in planning school policy. To let the school know of concerns about behaviour issues. To allow the school to provide consistent approaches to behaviour without taking matters into their own hands.
To expect that there will be no cultural, sexual or physical discrimination against parents/carers or children.	Not to discriminate or to accept others doing it.

For the avoidance of doubt, this policy shall at all times be implemented with respect for the confidentiality and privacy rights of children and their families.

### **Procedures for review and evaluation**

Our Behaviour for Learning Policy is continually evolving. Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- The completion of short questionnaires by pupils, staff and parents/ carers
- School Council feedback
- Involvement of pupils in environment walks and interviews
- Parent/ Carer feedback at meetings
- Statistical data of pupils or groups who are regularly given consequences or rewards
- Classroom and playground observations

### **Complaints**

The school's procedures for dealing with complaints about behaviour is a declared part of the school's procedures for handling all complaints.

