

FAITH PRIMARY ACADEMY

Behaviour for Learning Policy



Reviewed: September 2023

Review date: September 2024

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Behaviour for Learning Policy

Mission Statement

“Loving and Learning in the Light of the Lord”

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where emotional self-understanding is promoted and children are taught to understand the connections between their emotions and their behaviour. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- Our behaviour policy is underpinned by “The Zones of Regulation.” It is important that children are supported to understand that inappropriate behaviour leads to consequences but it is equally important that children are taught to identify and manage their emotions as they grow and develop.
- To create an ethos that makes everyone in the school community feel valued and respected.
- To foster the development of self esteem, self regulation and self control in each of our pupils.
- To encourage respect for the individual, the school community and the school environment.
- To foster the development of tolerance, empathy and understanding.
- To promote a sense of community and shared values.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.

Objectives

- To have a consistent approach to encouraging children to manage their emotions and use tools to support their emotional state, which will contribute to the development of attitudes and skills, required to be successful, happy and socially aware.
- To ensure that the special educational needs of pupils with social, emotional and behavioural difficulties are assessed and met.
- To ensure that all staff take responsibility for maintaining good behaviour throughout the school and that they model the types of behaviour encouraged by the school policy.
- To implement a stimulating curriculum appropriate to the needs of the children.
- To promote pupil self esteem and a shared sense of pride and ownership through the celebration of achievement by the school community and through the display of children's work in an attractive and well cared for environment.
- To develop effective partnership with parents

Procedure

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| Role of the Governing Body | <ul style="list-style-type: none">• The Governing Body has:<ul style="list-style-type: none">▪ the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school;▪ responsibility to ensure that the school complies with this policy;▪ delegated powers and responsibilities to the Head teacher to ensure that school personnel and pupils are aware of this policy;▪ to support the Head teacher and school personnel in maintaining high standards of behaviour;▪ nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;▪ responsibility for the effective implementation, monitoring and evaluation of this policy |
| Role of the Head teacher | <ul style="list-style-type: none">• The Head teacher will:<ul style="list-style-type: none">▪ determine the detail of the standard of behaviour that is acceptable to the school;▪ work with everyone in the school community to |

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| | <p>create an ethos that makes everyone feel valued and respected;</p> <ul style="list-style-type: none"> ▪ promote good behaviour by forging sound working relationships with everyone involved with the school; ▪ encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils; ▪ ensure the health, safety and welfare of all children in the school; ▪ work with the School Council to create a set of school rules that will encourage good behaviour and respect for others; ▪ monitor the effectiveness of this policy; ▪ annually report to the Governing Body on the effectiveness and development of this policy |
| Role of School Staff | <ul style="list-style-type: none"> • School staff are expected to: <ul style="list-style-type: none"> • implement the school behaviour policy ▪ encourage good behaviour and respect for others in pupils and to apply all rewards and consequences fairly, consistently and in line with the school policy ▪ use the Zones of Regulation classroom display consistently and effectively. ▪ promote self-regulation amongst pupils; ▪ deal appropriately with any unacceptable behaviour; ▪ provide well planned and interesting lessons which will contribute to maintaining good behaviour ▪ attend training on behaviour management; ▪ ensure the health and safety of the pupils in their care; ▪ know and understand triggers for pupils behaviour and avoid these wherever possible ▪ identify problems that may arise and to offer solutions to the problem |
| Role of Pupils | <ul style="list-style-type: none"> • Pupils are expected to: <ul style="list-style-type: none"> ▪ be ready, respectful and safe ▪ show consideration to others; ▪ identify which zone they are in and strive to get into the green zone ▪ Use the tool box of strategies to either remain in the zone or change zones ▪ make suggestions about school behaviour via the School Council; ▪ obey all health and safety regulations in all areas of the school; |

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| Role of Parents | <ul style="list-style-type: none"> • Parents are encouraged to: <ul style="list-style-type: none"> ▪ have good relations with the school; ▪ support good behaviour; ▪ sign the school's 'Home-School Agreement'; ▪ ensure their children understand and value the meaning of good behaviour; ▪ support school rules and consequences |
| Role of the School Council | <ul style="list-style-type: none"> • The School Council will be involved in: <ul style="list-style-type: none"> ▪ determining the policy; ▪ devising school rules; ▪ reviewing the policy; |
| Consequences | <ul style="list-style-type: none"> • Consequences should support the holistic development of the child and support the positive development of their self esteem. • Consequences must be applied fairly and consistently. They have been devised by the staff and children and in consultation with parents. • They must not be humiliating to any pupil. <p>The school adopts a restorative approach to dealing with issues of low-level negative behaviour. Reflection time will consist of either:</p> <ul style="list-style-type: none"> • Restorative conversations • Restorative acts <p>Any behaviour which requires further consequences will be dealt with by a senior member of staff.</p> |
| Positive Handling | <ul style="list-style-type: none"> • Any incident which requires positive handling of a child in done is accordance with DFE guidelines. • All incidents are recorded on a serious incident record and referred to senior staff. • School staff receive positive handling training biennial <p>Please refer to guidance in the physical interventions policy.</p> |
| Exclusion | <ul style="list-style-type: none"> • In exceptional circumstances exclusion will be used as a <ul style="list-style-type: none"> ▪ fixed term or ▪ permanent exclusion ▪ All exclusions will be dealt with in accordance with LA guidance on exclusion. |

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| Pupil Support | <ul style="list-style-type: none"> • A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly. Quiet areas are used to support children as needed. Positive behaviour plans are used when a child requires close monitoring and regular check in's throughout the day. |
| Good Behaviour | <ul style="list-style-type: none"> • Good behaviour is promoted by the application of the ethos: Care, Courtesy and Confidence • Children are issued raffle tickets for showing adults that they are "Ready, Respectful, Safe". This is celebrated at the weekly achievements assembly. • Regular, consistent praise and encouragement is part of the school ethos. |
| Outside Agencies | <p>Support from outside agencies will be requested as necessary and will be managed by the Inclusion Manager and leadership team. These serviced may include:</p> <ul style="list-style-type: none"> ▪ educational psychologist; ▪ SEEDLINGS therapeutic intervention ▪ educational welfare officer; ▪ Social Inclusion department at LA; ▪ school health nurse; ▪ Social Services; ▪ CAMHs; |
| Incidents | <ul style="list-style-type: none"> • All behaviour incidents are recorded on CPOMS. |
| EYFS | Please refer to separate EYFS policy. |
| Monitoring the Effectiveness of the Policy | <ul style="list-style-type: none"> • This policy will be reviewed biennial or when the need arises, and the necessary recommendations for improvement will be made to the governors. |

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| Self-Regulation | <ul style="list-style-type: none"> • Each classroom will have a visual display which identifies the four, key emotion zones. |
| The Zones of Regulation | |



- Each class will complete lessons which are designed to teach children to identify their own emotions. The lessons and learning activities are designed to help the students recognise when they are in the different zones as well as how to use strategies to change or stay in the zone they are in.
- Each child will check in every morning using their check in card and any children not in the "green zone" will followed up by a trusted adult and passed onto the Safeguarding Team if appropriate
- All staff are trained to support children identify which zone they are in and support them to make the right choices.

Consequences

- On some occasions consequences can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our pupils. A plan, do and review approach will ensure pupils will not be given consequences that impede their future learning. This will be closely monitored.
- After a pupil completes reflection time, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.
- In addition to the stages of consequences, where appropriate, pupils will be supported to reflect on their behaviour and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

Reflection Time

During this time a member of staff will sit with the child / children involved in

the incident and facilitate a restorative conversation.

The 5 steps for a restorative conversation are :

- Allowing each person to explain the situation from their perspective
- Identifying what led up to the incident and any root causes
- Discussing the impact this has had and both themselves and others
- Addressing their needs and the how to repair the harm causes
- Creating and agreement of how to stop this happening again

Time allocated for reflection

- Break time
- Lunch time
- After School (up to 30 minutes)

Parents must give consent for their child to stay after school to complete work.

Continuous unacceptable behaviour

It is expected that teachers and pupils begin each lesson afresh with optimism and encouragement for success.

If a pupil persists in making inappropriate behaviour choices then there are a variety of options that may be taken:

- The pupil will attend a meeting with the class teacher where a target for his/her behaviour will be set. The class teacher will work collaboratively with the pupil to identify any reasons, concerns or difficulties which may be leading the pupil to make inappropriate behaviour choices. At this time the Class Teacher will inform the pupil's parent/carer of the situation and share the pupil's behaviour target with them.
- If after an agreed time there is no change in the pupil's behaviour, the pupil will attend a behaviour meeting with a member of the Senior Leadership Team. At this time the member of SLT will contact the parent/carer and inform them of the situation and share the pupil's behaviour target with them.
- If the pupil continues to make inappropriate behavioural choices, the class teacher will arrange a meeting with their parent/carer to discuss their son/charge behaviour. A member of SLT will support the class teacher at this meeting.
- It may be decided that it is in the pupil's best interests to give them some supported time away from their class i.e. Supported learning room.

- A positive learning plan will be put in place for children who struggle on a regular basis to self-regulate their emotions. This plan will consist of up to three targets which are centred around care, courtesy, respect and self-regulation. The SENCo will facilitate this and will monitor children on these plans throughout the day.
- If a pupil struggles at more unstructured times such as break and is perceived to be at risk of harming themselves or others by not following adult guidance then they will either be supervised 1:1 by a staff member, have their break indoors or at an alternative time. This will be within an agreed timescale.

Expectations on School Visits and Out of School Activities

Expectations for behaviour on school visits and out of school activities remain as those for school. At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out.

Where challenging behaviour is due to a special educational need, appropriate support will be put in place.

The school will endeavour to work in partnership with a pupil's parents and on occasions may request them to accompany their pupil on a visit.

Severe Clause

In cases of severe misbehaviour (absconding, verbal/ physical assault, fighting, bullying, damage to property, racism and homophobia) a request for immediate reflection time will be made by class staff to senior leaders. This may result in additional consequences being put in place for the child.