

Leyland St James Primary School

BEHAVIOUR FOR LEARNING POLICY



Leyland St. James' Primary School – a Christian family where all are valued, children achieve and the future begins.

Our mission is to serve the community through serving our children. Every child is welcomed regardless of need for 'who so ever welcomes one such child in my name welcomes me' (Matthew 18.5). Everyone is valued; everyone has worth.

We ensure that every child develops within God's love.

Before reading this behaviour for learning policy please reflect on both our vision (above) and our principles that:

Leyland St. James' CE (Aided) Primary School is a place of love and a place of learning. It is a haven for children and families and supports all kinds of learning and development. At St. James', we believe that all children are made in the image of God without exception. All are loved and called in Christ, without exception, without exclusion.

Principles:

The core of our behaviour for learning policy is as follows:-

- Clear— Children need to know what is expected of them, where, when and why.
- Calm—to guide effectively we need to understand and consider children's emotions and viewpoint and to achieve this effectively we need to remain calm and focussed.
- Caring— we care enough to be firm and/or compassionate as required. We also know that a child who feels loved, appreciated and respected is more likely to behave better than one whose self-esteem is low.
- Consistent— however we want our children to behave all children require the predictability of expectation and response.
- Cheerful— all individuals respond more effectively when approached positively, and therefore, when supporting our children, we will endeavour to approach their behaviour in a positive way.

At St. James' Primary, we strive to ensure that the rights of every single member of our school community are met and upheld. Therefore, whatever the problem may be, we approach it using the Solution Focussed Principles. We will educate all members to understand their responsibility in making our school a happy and safe place in which to develop.

We believe that all discipline should be positive, and that expectations of children will reflect their maturity and development. Children will be taught positive Christian values, appropriate behaviours as well as non-violent conflict resolution techniques.

Aims:

- To create a secure, stable, caring environment in which effective learning can take place.
- To have mutual respect for all.
- To set acceptable standards of behaviour, using positive ways maintaining high levels of behaviour.

- To ensure that all standards are meaningful, attainable, discussed and adhered to by all.
- To encourage independence and self-discipline so that each child learns to accept responsibility for their behaviour.

Rights, Rules and Responsibilities:

At St. James' Primary School, every single member of the school community has rights, these are as follows:-

- To be able to teach and learn without any unnecessary interruption.
- To be safe.
- To be treated with respect.
- To be heard.
- To be treated fairly.

These rights form the basis of our school rules and are engendered into the every day life within our school community. This is achieved through the establishment of core school rules.

Rules (regarding the children's actions):

- T – is it True?
- H – is it helpful?
- I – is it inspirational?
- N – is it necessary?
- K - is it kind?

How we encourage Appropriate Behaviour:

At Leyland St. James' Primary School, we aim to encourage children to demonstrate appropriate behaviour in accordance to the school rules. We do this by creating a secure environment where pupils can learn and play free from emotional threat. Clear limits are set and maintained, rewards and appropriate sanctions are used to assist children in making the right choices based on their age, ability and emotional resilience level. Through example we set standards of behaviour and encourage children to take responsibility for theirs.

Using positive reinforcement children are taught appropriate behaviour using variable reward systems although we place the emphasis on praise and deferred gratification and intrinsic rewards rather than every reward being a material one. Examples of good practice are:-

- Specific/ descriptive praise– used as a teaching point.
- Star of the week certificates, especially for 'caught', Christian Value behaviour
- Whole class rewards earned by everyone
- Y6 annual awards

NB, These do not have to be rewards that cost money, as long as the reward is valued and discussed with pupils, it is an incentive, for example– extra playtime, board

games to play, art, listen to music etc. eventually, aiming for the pupils to appreciate the value of intrinsic rewards.

- Congratulations /Special Mention Assembly

Dinner time:

As part of the on going support/ training within the school, welfare assistants will be encouraged to use appropriate strategies as linked to our school ethos, encouraging pupils to do the right thing by using specific praise rather than negative feedback. Other rewards may be used to help develop appropriate social behaviour at dinnertime. Rewards are given for appropriate behaviour in and around the school, as well as social interaction with others.

How we deal with undesirable behaviours:

If some children at St. James' Primary School make poor behavioural choices without incurring any consequences, then the message we give is that the moral values of our school are unimportant. It is therefore essential to have a clear system of sanctions which are fairly and consistently implemented.

It is of great importance however that children understand that children are different and may be responded to differently than other children. It is key to teach our children that they are all treated **fairly** but not necessarily **equally**.

It is also important when dealing with situations that the behaviour is targeted and not the child. Therefore, the initial behaviour is focussed upon rather than secondary behaviours.

Sanctions follow a hierarchical structure; they should be wherever possible immediate and discreet and as low level a response as possible. However, a child may be entered into this at any point depending on the context, age and severity. The sanctions provide a range of increasingly serious responses to persistent misbehaviour.

Wherever possible, the sanction will 'match' the offence e.g. tidying up when having thrown things on the floor. The amount of significance given to the sanction is clearly important, if missed playtimes are overused they will lose their effect will not appear serious

If behaviour is a 'major', initially the Head teacher or SLT should be informed but the class teacher remains responsible for the sanctions. If the poor behaviour choice continues and is persistent or is a single serious occurrence, then the Head teacher will play the major role in applying the sanctions in partnership with the class teacher.

Minor Behaviours (including possessing objects that are not allowed in school: (Behaviours that are incidental and unplanned). Adult response:

- Distraction,
- The look,
- Verbal request for what you want them to do, (trying to avoid don't)
- Saying thank you at the end of request, to emphasise expected compliance)

- Praise another child,
- Forced compliance (requesting child to do a minor thing then asking for what is really wanted e.g. Will you pick up that and then...)
- Getting child to visualise what they should be doing, by asking Are you alright (name)? What should you be doing? Where should you be?
- Children will be told to put objects that should not be allowed in school in their book bags, initially, and the instruction given not to bring the object in again. If the object is then brought back into school, it will be confiscated and only returned to the main adult care giver by the teacher. If the adult care giver does not come to collect the object, the object will remain in school.
- St. James' does not allow for larger bags, rucksacks etc. to be brought into school as they could act as a trip hazard and can contravene rules on the spread of infections (i.e. COVID-19). If a child brings in a rucksack, initially, and the instruction given not to bring it in again. If the rucksack or large bag is then brought back into school, it will be confiscated and only returned to the main adult care giver by the teacher. If the adult care giver does not come to collect the object, the object will remain in school.

NB: All children and parents are made aware that mobile phones can only be brought into school in Y5 and 6. If these phones are not handed to the office for safe storage before the children enter the school/playground, the phones will be confiscated and the above rule applied.

Incidents of 'sexting' or harmful behaviours through the misuse of social media/mobile phones will be dealt with by a senior leader, who may well utilise the practices outlined in the Child Protection Policy or may take advice from the police.

Infringements concerning uniform and appearance i.e. brightly coloured footwear and hair styles that appear extreme and are deemed by school staff to inappropriate to the primary age range, are not acceptable at St. James' Primary. Dyed hair is not allowed in school. Children presenting in such a way will always be allowed in school but may face an internal exclusion until the uniform is modified or the hair style is amended to one more appropriate to the primary age range.

Moderate Behaviours:

This will be dealt by the classroom teacher, using time out or thinking time, whereby a child is withdrawn to a quiet place for a period of time.

Deliberate behaviour:

This may be to a place a child is a specific place within the classroom. If a child refuses to move, teacher may say 'child is aware of what they have done I would like you to stay there and think about your behaviour'. Depending on the complexity of the child's needs, the child may be removed from class with the support of a Team Teach trained member of the SLT or inclusion staff.

The objective to the time out is to allow thinking. (Thinking time/time out: the child to calm down and reflect about their actions rather than to punish. Therefore it may be deemed appropriate to talk about the child's behaviour at a later stage.

Major Behaviours (including bringing in objects that are deemed dangerous.)

Deliberate and vicious behaviour that is intentionally used to hurt, harm or severely disrupt.

This will be dealt with Head teacher in partnership with class teacher. Initially, child will be sent (accompanied) to Head or SMT in charge with an explanation of what has occurred, this will be investigated and reported back to class teacher. At this point the teacher will be asked whether the child can be returned. If this is not a suitable time then a teaching assistant will be used to supervise the child in question until the next session.

If the Head teacher is unavailable, then a member of the SLT must deal with the children (perhaps only briefly) even if teaching a class. If the HT/DHT or another member of SLT is unavailable to discuss the behaviour then the teacher will make note of what has occurred and feed back to the HT/SLT.

If the behaviours are extreme, a Team Teach trained member of staff will become involve, taking the child to a safe area to calm down and then begin to resolve the situation.

If the major behaviour involves possessing an object deemed dangerous, then the object will be removed from the child and kept by the school. In some circumstances, the object may be given to the police.

In all incidents of major behaviours an ABC will be completed and given to the HT.

NB: Extremism, radicalisation, honour-based violence and abuse are deemed major behaviours and will be approached as outlined in the school's Child Protection Policy.

Exclusions:

The Head teacher and governing body are, in extreme circumstances, also able to consider the following measures:

- Fixed term exclusion from school.

However other proactive, previous measures, such as restorative justice and support by the learning mentor will be used so as to avoid this.

What Happens When the behaviour for learning policy doesn't work?

When a child's behaviour begins to recur, especially those of a persistent or major concern at this point the SENCO will become involved and the following planned:

Level One

The class teacher and learning mentor work together, seeking out areas of improvement, and in turn adopting a plan of action. At this level the class teacher is the person with responsibility for implementing the plan.

Level Two (School Action)

This is characterised by a continued audit and a plan to improve the behavioural environment alongside the use of an action plan. At this level, responsibility for the action plan is held jointly between the SENCO and class teacher. At this stage parents will be informed.

Level Three (School Action Plus)

Emphasis is on the IBP with the involvement of outside agencies. The SENCO takes the lead role working closely with the class teacher.

Should the behaviour problem that is being exhibited by the child fail to be resolved at level three, outside specialists will be consulted to liaise about how the school can be supported in determining whether other forms of provision may be necessary or appropriate.

Harmful behaviours (bullying)

When a parent is worried about incidents which are harming their child either emotionally or physically, it is advisable to contact school immediately after the first incident. We will take all concerns seriously. After concerns have been made, they will be fully investigated. Depending on the results of the investigation, the situation will be monitored and, if appropriate, steps will be taken to alleviate the issue. This may also mean that parents of all parties may be informed of the ongoing situation when deemed appropriate. A log will be kept of repeated incidents. We encourage all parties to be to inform school of ongoing situations as some issue may take a period of time to resolve. If concerns continue, parents may wish to work through the governing body.

Our PHSE:

- Cultivates a sense of belonging for the children, within a group they can trust.
- Promotes an ethos in which those belonging to the group feel willing and able to share thoughts and feelings.
- Initiates collective responsibility for the promotion of self-esteem and positive behaviour.
- Establishes a forum where children can provide help and support to others.
- Encourages self-discipline through the identification of personal behaviour or academic problems, leading to the formulation of an action plan to deal with those, utilising the support of others.

Learning Mentor

Our learning mentor works in a variety of ways within our school but particularly focuses on the social, emotional and behavioural skills of a small group.

Equal opportunities/ inclusion:

No child will be discriminated against on the grounds of race, gender, religion or disability. If an incident of discrimination takes place it will be reported to the Head teacher to be dealt with further.

In the event of a racial incident, the child will be dealt with in class initially (unless exhibiting other serious behaviours) and then at a suitable time, the incident will be reported tot the Head teacher to be recorded in the racial incident log.

Monitoring and Evaluation:

The processes will be closely monitored through the use of the worry box and questionnaires,

As part of the INSET programme throughout the year, behaviour for learning is an area regularly visited by all staff dinner supervisors included to ensure the standards remain at their optimum.

Behaviour logs are shared with governors on a termly basis.