



Behaviours for Learning Policy

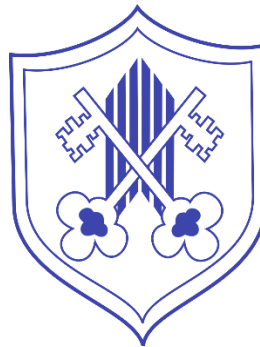
September 2023



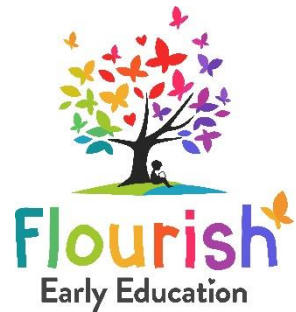
St Andrew's CE
Primary School



Colwich CE Primary
School



St Peter's CE Primary
School



Flourish Early
Education



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Version History				
Version	Date	Detail	Author	Key Changes
1.0	02.09.2021	Initial	C. Pilkington	New policy created as a result of updated Church of England vision for Education
2.0	14.09.23		P Hayward	School based changes and new to St Andrew's.

Approval History			
Version	Approver	Date	Included in the minutes of
2.0	CEO	28/09/2023	Governor's LAC meeting



Introduction

The Mid-Trent MAT's Behaviour for Learning Policy is informed by Christian values which underpin every aspect of our life and work. These values are rooted in the teaching of Jesus Christ and are deemed fundamental for all our learners to experience 'life in all its fullness' (John 10:10). Our school behaviour for learning procedures are designed to embed and continually reinforce 'The Golden Rule':

*So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.
(Matthew 7:12).*

This Behaviour for Learning Policy is therefore designed to support the way in which all members of our school families can live and work together. Through this policy we are able to promote an environment where everyone feels happy, safe and secure so that all are enabled to achieve success in learning and beyond.

Intention

The aims of our Behaviour for Learning Policy is to:

- Foster a positive and **compassionate** environment in which all children can flourish.
- Develop relationships based on **respect, generosity**, integrity and **trust** between all members of the school community.
- Raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have lived our Christian values and had a positive impact upon the lives of others.
- Ensure that there is clarity about the procedures and sanctions agreed by all stakeholders.
- Give children the confidence that issues relating to behaviour will be referred to the school's Christian values and high behaviour expectations.

Impact

As a result of implementing this behaviour for learning policy

Children will:

- Build strong relationships
- Experience what it means to live as a member of an open, **generous** and **forgiving** community
- Benefit from a calm and secure learning environment
- Be fully involved in regular reviews of the Behaviour Policy (through School Council etc)

Teachers will:

- Model **forgiveness** and the possibility of restoration and a new beginning in their relationships both with adults and children
- Be able to convey clearly and with confidence expectations of behaviour

Following God's path to flourish in life

Fellowship - Perseverance - Service - Compassion - Respect - Thankfulness

- Benefit from a calm and secure environment in which to teach effectively
- Build positive relationships with parents and the whole school community
- Develop personally and professionally

Parents will:

- Be fully informed about the school's ethos, core Christian values and the Behaviour for Learning Policy
- Feel confident that all the decisions regarding behaviour are **just**, unbiased, and informed by **The Golden Rule** and the school's values
- Be confident that their child is developing personally, socially and academically
- Be offered opportunities to explore further the school's values at home; for example through the publication Home School Values
- Feel welcome in school to discuss their child's progress and behaviour in an open, positive and empathetic environment.

School Vision

'Following God's Path to Flourish In Life.'

Psalm 16:11 - You make known to me the path of life; in your presence there is fullness of joy

Everything we do at St Andrew's is driven by our Christian vision, mission and values

Our vision is to promote an ethos where the development of the whole child is realised through a strong commitment to Christian values. Our diverse and engaging curriculum inspires a life-long love for learning and supports the achievement of each child's potential. A secure and caring church school community nurtures and celebrates every child's uniqueness and talents. By following God's path, our school is dedicated to opening up the world of possibilities for children to experience "life in all its fullness."

John 10:10

Through implementing this policy, we create a learning environment where everyone feels happy, safe and secure, as a result pupils have the courage and support to make the most of every opportunity to stretch themselves, and each other, to achieve more than they dreamed possible.

Values and Expectations of Pupil Behaviour

Our expectations for all members of our learning community are encapsulated in our school values and we endeavour to live these values through our thoughts, words and actions every day. As a school we value and reward behaviour which demonstrates these values in practice.

Respect – we value the people and the world around us

Compassion – we are kind and thoughtful

Perseverance – we always try and don't give up

Thankfulness – we appreciate all that we have

Fellowship – we are united together

Service – we look for ways to help

Following God's path to flourish in life

Roles and Responsibilities for Promoting Good Behaviour

The success of this policy is based upon the whole school community sharing accountability and responsibility for the behaviour in our school. Each member of our school family has a part to play in ensuring that all children feel safe, secure and able to succeed.

As a member of our school family, our **learners** are responsible for:

- Stretching themselves and supporting others to grow academically, socially and emotionally.
- Maintaining a positive classroom environment by conforming to the agreed expectations for behaviour both in and out of the classroom.
- Identifying and celebrating good behaviour in others.
- Showing respect to others at all times.
- Understanding that everyone is different and that the needs of others might not be the same as our own.
- Accepting responsibility for our mistakes, understanding that it is the behaviour, not the person, that needs to change.
- Seeking and offering forgiveness to others.

As members of our school family, our **parents/carers** are responsible for:

- Working collaboratively with the school, so that children receive consistent messages about how to behave at home and at school.
- Sharing their thoughts and views on our school Behaviour for Learning Policy and raising concerns respectfully with class teachers and senior leaders in school.
- Inform school if there is anything that has happened outside of school that may impact on their child's behaviour.
- Engaging positively with the school in discussions about their child's behaviour.
- Supporting the school's expectations for behaviour through reinforcing and praising children who have been identified for demonstrating our school values and through working with the school to reinforce positive behaviour expectations when a pupil's behaviour falls below the school's expectations.
- Seeking support from the school and being open to support from other outside agencies in positively managing behaviour at home.

As members of our school family, our **teachers and learning assistants** are responsible for:

- Promoting and proactively enforcing the school's behaviour for learning policy and applying it fairly in all situations (inc. during lesson time, on the way out to and in from play, during play, in assembly and during school trips.)
- Sharing the school's expectations with learners at every opportunity, reinforcing this through teaching in RE, PSHE, reading and other curriculum areas as appropriate.
- Working with learners to establish rules and directions that clearly define the limits of acceptable and unacceptable behaviour.
- Teaching children to consistently follow these rules and directions throughout the school day and school year.
- Maintaining the highest expectations for pupil behaviour and conduct at all times.
- Modelling our school values and treating all members of our school family with respect and understanding at all times.

Fellowship - Perseverance - Service - Compassion - Respect - Thankfulness

- Teaching children about our school values, what it means to demonstrate them and exploring issues, scenarios and incidents together to enable all to apply this teaching to their everyday actions.
- Identifying, praising and rewarding pupils who demonstrate these values in practice and adhere to 'The Golden Rule'.
- Supporting pupils to reflect on their own behaviour and 'The Golden Rule', giving time to think and the opportunity to repair and seek forgiveness.
- Seeking and offering forgiveness, moving past events and incidences and supporting pupils and families to start anew.
- Seek assistance from parents and senior leaders in supporting children whose behaviour falls below our school expectations.

As members of our school family, our **Lunchtime Supervisors, OOSC team and office staff** are responsible for:

- Modelling our school values at all times.
- Treating all members of our school family with respect and understanding at all times.
- Upholding high expectations of pupil behaviour at all times, ensuring pupils enter and leave the school building in a calm and courteous manner; play with compassion and friendship; show respect towards peers and staff; play responsibly with equipment.
- Work quietly with children who are not demonstrating our school values. Removing children from the situation, speaking to them calmly, helping them to reflect and think of others and make amends.
- Adhering to the complimentary lunchtime behaviour management framework when imposing sanctions for unacceptable pupil behaviour.

As a member of our school family, our **Headteacher** is responsible for:

- Implementing the school behaviour for learning policy consistently throughout the school, and reporting to governors, when requested, on the effectiveness of the policy, under the School Standards and Framework Act 1998.
- Ensuring the health, safety and welfare of all children in the school.
- Setting the standards of behaviour and supporting all staff in their implementation of this policy.
- Maintaining records of all reported behaviour incidents.
- Working with learners, and their families, to make positive behaviour choices, which enable all children to feel safe, secure and able to succeed.
- Applying the school exclusion policy, as a last resort, in managing serious incidences of misconduct.

As members of our school family, our **Local Academy Committee** are responsible for:

- Establishing general guidelines on standards of discipline and behaviour, and reviewing their effectiveness.
- Supporting the Headteacher in adhering to statutory guidelines regarding discipline and behaviour.
- Offering advice to the Headteacher about particular disciplinary issues.

Rewarding Positive Behaviour

We believe in promoting positive behaviour within our school, rewarding those who behave well, follow 'The Golden Rule' and live our school values. A range of reward systems are used to promote positive behaviour depending on learner's age and level of comprehension.

- Verbal praise, smiles and acknowledgement
- Genuine appreciation and recognition
- Celebrating achievement within the class or visiting another teacher/ Headteacher to celebrate achievement
- Dojo points, available for parents to view at home
- Stickers, praise postcards, certificates awarded in class
- Written comments as feedback in response to children's work
- Weekly Headteacher awards and Star of the Week certificates awarded in weekly whole-school worship
- Positive reports to parents/carers through end of day discussions, praise postcards, dojo messages and phone calls
- Celebrating achievements outside of school through inclusion in our weekly worship

Minimising and Responding to Unacceptable Behaviour

Every year we re-set the expectations with our learners, we remind them of the expectations and 'The Golden Rule'. As a class we explore what these expectations might look like in our classrooms at an age appropriate level. We regular review and remind learners of our consistent expectations throughout the school year.

See appendix for further details.

Supporting Individual Learners in Improving their Behaviour

For some learners, we recognise that this system will not be sufficient to meet their needs. We recognise that all children can develop and exhibit vulnerabilities at any point in their development. At this point we respond rapidly and proactively, undertaking a detailed assessment of their needs and implementing bespoke provision to help them to both manage their behaviour and overcome the vulnerabilities they are showing. We engage parents and carers as part of the decision making process and work together to support learners through these difficult transitions.

Learners requiring this level of intervention will have an agreed positive behaviour plan and this supersedes the 'Golden Rule' system, until such time as these learners' needs are met and they can be reintegrated into the whole school mechanisms.

For learners this may include:

- Comprehensive review and assessment of individual needs
- Personal Learning Plan/ Individual Behaviour Plan targets
- Behaviour targets (which should focus on children being set good examples and following positive behaviours. Therefore, any behaviour targets need to be set positively)
- One to one support from teachers and other adults in school to reflect and modify disruptive behaviours.

- A range of intervention mechanisms in school and from other agencies, e.g. SENSS, Behaviour Support Service, Barnardos, LST
- Modified or part-time timetables
- Time in an alternative setting (eg. Inclusion Hub, Pupil Referral Unit, Alternative Provision)

Should a pupil is deemed at risk of exclusion, the MAT's Suspension and Permanent Exclusion Policy will be employed.

For parents /carers this may include:

- Regular dialogue with class teachers
- Home/school agreement
- Home/school journals/communication books/reward charts
- Team around the Child Meetings
- Referral and support from external agencies e.g. HOPE, Positive Parenting Support, Family Support Team, Staffordshire Parent Partnership

For staff this may include:

- Peer support
- Behaviour Hierarchy Procedures
- Inclusion Leader, Senior leadership team and Headteacher support
- Continuing Professional Development opportunities

Links to other policies and legislation

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All children have the right to attend school free from fear. Please refer to the school's Inclusion, Child Protection and Anti-Bullying Policies.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996; The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children to prevent injury to others, or if a child is in danger of hurting him/herself. The actions that we take are strictly in line with government guidelines on the restraint of children. For any individual pupils where the need for physical restraint is a possibility, an individual risk assessment will be completed.

As a last resort, pupils may be temporarily suspended or permanently excluded from our school. The decision to exclude a pupil will only be taken in the following circumstances: (a) In response to a serious breach of the school's Behaviour policy or (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil themselves. For further detail, please see the school's suspension and exclusion policy.

Monitoring

This policy will be monitored in the following ways:

- Discussion at staff meetings
- Inclusion of associated questions on staff, pupil and parent questionnaires
- Record of comments from visitors to the school
- Behaviour focused learning walks around school
- Review of behaviour records
- Headteacher Reports to LAC and the Trust Board

The Headteacher, supported by the school leadership team, monitors the effectiveness of this policy on a regular basis. They also report to the local academy committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of poor behaviour, these include classroom and lunchtime incidents as well as parental concerns and investigation reports of behaviour incidents which have been reported to the school via a third-party (eg. parent). These records are regularly reviewed to identify learners in need of additional support and to review the effectiveness of the school's practice in supporting learners to behave well.

Dissemination and Review

The Mid-Trent MAT Board of Directors reviews this policy every 2 years. The Board may, however, review the policy earlier than this if the government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved.

Policy reviewed on 14.09.2023 by Paul Hayward, Headteacher

Policy presented and approved by the CEO September 2022

Policy due for review on, or before, 20.12.2023



Behaviour for Learning Policy

At St Andrew's we feel relationships are vital - relationships between everyone and at every level.

As a school family we pride ourselves on maintaining an excellent standard of behaviour both within school and during any educational visits and extra-curricular activities. Staff and children work hard to maintain and expect the highest standards of behaviour.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not tested by the absence of problems but by the way we deal with them.

As a school, pupils and staff have composed a [Code of Conduct](#). This lists the way we feel our school should be based on our [SCHOOL VALUES](#), which are core to our school's philosophy and ethos. It is composed of Dos, each statement a positive. Children were involved in the process of formulating the code and share and discuss it within their class and as a whole school e.g. in assemblies. A copy of the code is displayed in all classrooms and features in our Parent Handbook.

Our school values	Behaviours that I will show
Fellowship	<p>I will be nice and kind to everyone</p> <p>I will be friendly and helpful to others in our St Andrew's family I will share properly and play with others nicely</p> <p>I will welcome other people into our family by looking after them and by trying to include them</p> <p>I will be friendly to everyone and always try to have a smile on my face</p>
Respect	<p>I will always use my manners and be polite</p> <p>I will speak to others in a kind and caring way I will behave in the same way for everyone</p> <p>I will be a good listener and value what others say</p> <p>I will look after the property and equipment within our school</p> <p>I will value and appreciate the views and beliefs of others both in my school and in the wider community</p>
Compassion	<p>I will try to cheer up and look after people who are sad or hurt</p> <p>I try to think about how others might feel and help them if I can</p> <p>I will support other people if they make a mistake or find something tricky I will celebrate my own success and also recognise and enjoy those of other people</p> <p>I will reflect honestly and sensitively on my own and other people's learning</p>
Thankfulness	<p>I will make the most of the opportunities that I am given</p> <p>I will challenge myself by trying new things or things that I find hard</p> <p>I will believe in myself and try to encourage other people to do the same</p> <p>I will show my appreciation to others by remember to say and show my thanks I will value the feedback that I am given and use it to help me to further develop and grow</p>
Perseverance	<p>I will always 'have a go' at different tasks and activities</p> <p>I always try my best and not give up, even when I find things difficult</p> <p>I will recognise when I have achieved some success (no matter how small) and use this to motivate me further</p> <p>I will share my ideas and opinions with people in my St Andrew's family</p> <p>I can say what I have learned and know how I can get even better</p>
Service	<p>I will consider the needs of others in my St Andrew's family and do my best to help them where I can</p> <p>I will consider how I can help my environment through my behaviours e.g. not dropping litter, recycling</p> <p>I can consider the situations and needs of others in my community and consider what I can do to help</p>

Promotion of British Values

In addition to our School Behaviour Code of Conduct, the school actively promotes the recognition and celebration of the following British Values ;

***Democracy**

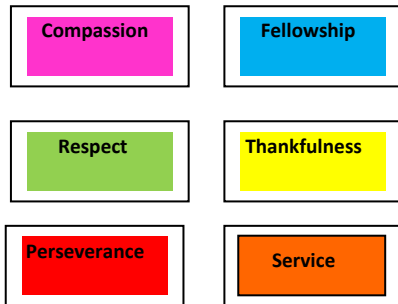
***The Rule of Law**

***Individual Liberty**

***Mutual Respect**

***Tolerance of those of Different Faiths and Beliefs**

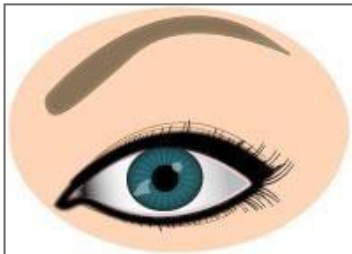
When children show excellence within a school value on an independent basis they are awarded a special Dojo point for that value.



A school value Dojo

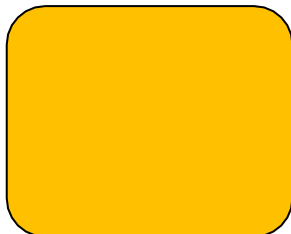
Well done! You have behaved in a way that shows that you have excelled at one of our school values.

If children do not follow our School Code of Conduct their behaviour will be addressed in the following way :



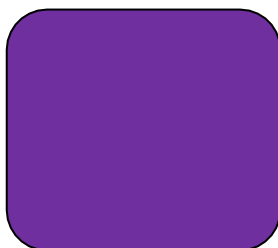
First Warning

You have been noticed by an adult doing something that you should not be doing. **He or she has looked at you or said your name - stop and think.**



An orange card

Warning! You have continued to behave in a way that an adult has asked you not to. **Think really carefully about your behaviour. You are on a warning.**



A purple card

Final warning! You have not stopped your poor behaviour.

A member of staff will now tell you what is going to happen. There will be a sanction.

Children in Key Stage One and Two follow this system using cards. Reception has a similar system that is age appropriate.

Each classroom has a poster displayed detailing the system and children and staff are fully aware of it.

Recognition of Excellent Behaviour

Children are rewarded for behaviour in line with our 'Behaviour Code of Conduct' in many ways including ;

- Verbal praise
- Written comments
- Being sent to another member of staff
- Dojo points awarded for specific things / areas on a graded system
- Certificates, stamps and stickers, celebration board
- Abecedarian award
- Respect gained from younger members of the school / or their peer group – praise for 'setting a good example'
- Communication with parents either verbal or via the Class Dojo system

Reward System for learning activities and behaviour

Level One: verbal praise / peer assessment

Level Two: written comments / stickers in books (a Dojo point could be awarded here)

Level Three: Double-Dojo from Class Teacher (worth 2 Dojos)

Level Four: send child to another adult (a SHOW ANOTHER TEACHER Dojo award – 2 Dojos)

Level Five: send child to Mr Hayward (record to be kept to ensure that everyone visits during the year – SHOW MR H Dojo = 3 Dojo points)

*For every 20 Dojo points children will be awarded a special certificate in their portfolio

Additional ways in which high standards of behaviour are maintained:

- Bullying and discrimination of any form is not tolerated and dealt with very seriously (see Anti Bullying Policy)
- If a member of staff holds up his/her hand this is a sign to 'stop, look and listen'
- Each class has its own 'Class Code of Conduct' which details different strategies that are employed appropriate to the age of the children and inline with our school values
- Children line up in classes at the end of playtimes ensure a calm and ordered entry into class or assembly
- A small bell is rung in the dinner hall if children are becoming too noisy
- Official helpers are given specific roles e.g. assembly monitors, playtimehelpers
- It is expected that children respond to and respect any member of staff or adult. It is also expected that all children respect one another.

Misbehaviour

Removal from the entire lesson/remainder of a lesson is considered a Serious Incident and will be reported in the Serious Incidents Book. It affects a child's education and impacts on their peers. Prevention is better than cure and our behaviour system is used to avoid this whenever possible.

The Serious Incidents book is kept in Mr Hayward's office and contains any misdemeanours that are considered necessary to record.

Always deal with misbehaviour – to ignore it is to condone it.

Physical violence, racial remarks, gender discrimination, disability discrimination are all considered as serious incidents and should be reported immediately to the Head teacher.

Some children struggle with their behaviour and so skill and care should be used so that they do not feel victimised by the adults in school. Persistent and long-term misbehaviour will require an I.E.P. involving the SENCO, class teacher and parents.

At St Andrew's we understand that relationships and behaviour are complex issues and we will use a blend of training, observation and experience to deal with behaviour in our school. We endeavour to treat all children equally.

Through the successful and supported implementation of our behaviour policy, we aspire to develop in our pupils the following behavioural attributes:

Self-assurance

Inquisitiveness

Resourcefulness

Uniqueness

Self-regulation

Capability

