



Staplegrove Church School

BEHAVIOUR FOR LEARNING POLICY

'That they may have life, life in all its fullness' John 10:10

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Signed – Chair of Governors	<i>Rob Crocker</i>
Signed – Headteacher	



BEHAVIOUR FOR LEARNING POLICY

RATIONALE

This policy sets out a behaviour profile for the whole school community, which includes children, parents and staff. It is a policy designed to ensure that everyone within the school community acts with consideration, respect and understanding of others, such that all may enjoy life in all its fullness.

Staplegrave Church School is a safe, friendly environment where everyone is welcomed and valued as individuals. We teach respect for each other, our school and community as well as the world we live in, so promoting positive attitudes and behaviour. At the heart of this is our belief in our mission statement:

'That they may have life, life in all its fullness'

John 10:10

AIMS:

To achieve our commitment to create an environment where exemplary behaviour is at the heart of learning, living and making a positive contribution to society we aim to have:

- A positive, happy ethos where teachers can teach and children can learn
- Clear, high expectations to aid academic and holistic development, ensuring empathy, kindness, independence and effort are all recognised and praised, regardless of needs and ability.
- Children who are inspired through love of learning
- Children who collaborate and co-operative, learning valuable, transferable life skills
- An effective partnership with parents/carers
- Adults who are positive role models
- Our values promoted in all that we do, in our learning, our play and our collective worship

WE WILL ACHIEVE OUR AIMS BY:

To achieve our aims, we have three guiding principles (for our pupils we refer to these as the 3 Rs or rules)

READY

RESPECTFUL

RESPONSIBLE

In order to develop these principles, children need to be surrounded by positive role models in a culture of certainty. In order that our children will see and hear consistent messages each and every day, whomever they may meet, all the adults in our community aim to exhibit:

- Compassion
- Consideration (calmness, positivity and friendly)
- Collaboration (everyone, every day, all together)
- Consistency
- Openness and honesty

We will:

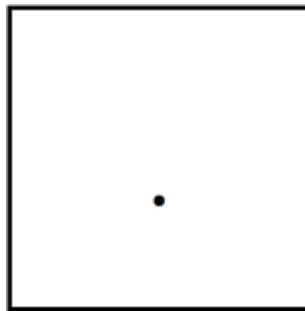
- Use a consistent, calm and compassionate approach for all those we meet
- Refer to our 3 rules: Ready, Respectful and Responsible

- Model positive behaviours and deliberately build relationships
- Use the PACE approach (behaving and communicating in a way to make children feel safe, fostering trust and certainty), focusing on the whole child, not simply their behaviour.
- Respond to unacceptable behaviour with deliberate calm, modelling a quiet voice and open body language.
- Where possible, retain ownership and engage in reflective dialogue with learners
- Reinforce positive choices personally and frequently, encourage and celebrate excellence publicly, whilst correcting all unacceptable behaviour in private, following the 'What happens if?' tiered approach.

Our approach at Staplegrave sets out the rules, everyday expectations and visible consistencies that children and adults follow.

'Treat people with positivity and they will show themselves to be positive'

The Black Dot in a White Square: What do you focus on?



All adults use the 'Black Dot in the White Square' approach to behaviour management

By approaching all situations positively, we will be more likely to elicit positive responses from the children, who will then more likely behave positively more often.

Through building strong relationships with ALL children, our aim is that children make positive decisions about their own behaviour. Our ethos is to notice and praise the positive behaviour of each child individually and as a collective. We always remember that every behaviour has a feeling behind it and try to understand this and provide children with the support they need, whether that is a small reminder, a supportive discussion or the use of proprioceptive materials to recentre feelings and emotions and enable focus back into the classroom.

This policy should be taken as part of the overall strategy of the school and is operated within the context of our vision, aims and values as a Church of England School. We believe that children develop into responsible learners and members of the community through experiencing a school ethos that promotes the Christian values of Friendship, Courage, Perseverance, Truthfulness, Forgiveness and Thankfulness. together with a high regard for the dignity of every individual.

RECOGNITION, REWARD AND CELEBRATING POSITIVE BEHAVIOUR.

We expect everyone within our school community to practice our core behaviour expectations of the **3 Rs – Ready, Responsible and Respectful.**

As a visual reminder for the children and staff, **Ready Riley, Responsible Ralph and Respectful Ruby** are displayed in all classrooms. These expectations are further underpinned in our school community with our core Christian values of Friendship, Courage, Perseverance, Truthfulness, Forgiveness and Thankfulness. All behaviour in our school is evaluated and celebrated against our values with a focus on positive reinforcement and praise.

Children who demonstrate or encourage examples of excellent behaviour in themselves or others are recognised for their personal development and achievement. This can include: verbal praise; star awards; house points; teacher awards; certificates and headteacher certificates.

Throughout the school day, reference is made to the positive phrase:

'Today I will do my best'

Ready Riley, Responsible Ralph and Respectful Ruby are displayed in each classroom and referred to as a reminder of our behaviour expectations.

Each class completes a code of conduct with the 3Rs at its heart which all pupils are expected to follow.

Individual Rewards.

Staplegrave Smile

Each adult within the school aims to award a Staplegrave smile each day. This certificate is given to a child in recognition of displaying our school values. These children will be celebrated in our whole school Collective Worship.



Star of the week certificates

Each week, each teacher will award a 'STAR OF THE WEEK' certificate to a child who has demonstrated excellent effort, attainment or progress in academic work. Children then choose a reward from a list created by the children to honour their efforts and this will be actioned on the following week after receiving their certificate on the previous Friday.

Whole school Rewards

House Points are awarded to children for showing values, impressive work and excellent behaviour. House points are collected at the end of each week and celebrated in whole school Collective Worship. At the end of each term, the winning house will have a non-school uniform day and a house movie afternoon in the

school hall. At the end of the year, the winning house receives a larger reward. E.g. A trip to the park for ice-cream.

Restorative Thinking Card

All staff approach situations in the same way using a restorative thinking approach.

- Tell me what is happening here?
- How is this affecting others?
- What are the rules here at Staplegrove?
- What zone are you in?
- What can you do to make this better?

When talking to children, we show we are listening by:

Connect Before You Direct

Before giving a child directions, squat to their eye level and engage the child in eye-to-eye contact to get his attention. Teach him how to focus: “Martin, I need your eyes.” Billy, I need your ears.” Offer the same body language when listening to the child. Be sure not to make your eye contact so intense that they perceive it as controlling rather than connecting.

Be Positive

Instead of “no running”, try: “Inside we walk, outside you may run.”

Begin your directive with “I want...”

Instead of “Get down” say, “I want you to get down.” Instead of “Let Becky have a turn”, say “I want Becky to have a turn now.” This works well with children who want to please but don’t like being ordered. By saying “I want...” you give a reason for compliance rather than just an order.

Legs First, Mouth Second

Instead of asking, “What are you doing round there? We walk to the child to talk to them. Going to the child conveys you are serious about your request; otherwise children interpret this as a mere preference.

Stay Brief, Stay Simple

Use the one-sentence rule: Put the main directive in the opening sentence. Use short sentences with one-syllable words. The longer your ramble, the more likely the child is to switch off.

Managing and moderating unacceptable behaviour

Where unacceptable behaviour is demonstrated and practiced, this will receive swift and positive attention by school staff. Where appropriate, the incident will be recorded and evaluated and support will be given to address the identified breach of the behaviour policy.

Stage 1	Personal verbal reminders will be given - (privately not publicly) in a positive way. This will be followed up by a check in
Stage 2	A choice will be given. For example: 'You need to focus more so you may continue your work next to me or in the cloakroom.' Teacher's choice is given to allow a correction of the negative behaviour to be addresses. This could be a move of space (in the classroom), work next me (Teacher/TA) or work in another space (cloakroom/practical area)
Stage 3	Restate expectations -If before break, child will miss part of their play time to reflect on unacceptable behaviour choice or to catch up on work. If before lunch, child will miss part of their lunchtime play to reflect on unacceptable behaviours choice or to catch up on work. If in the afternoon, work will be sent home to be completed by the next morning. Class teachers will record this on CPOMS.
Stage 4	Work alongside SLT - Class teacher will inform parents and record this on CPOMS.
Stage 5	Multiple visits to SLT - A member of SLT will record this on CPOMS, meet with parents and create a personal behaviour plan.

We recognise that for some children our behaviour expectations are beyond their developmental level. These children may have personalised behaviour plans in place. We may also liaise with other outside agencies if pupils display continuous disruptive behaviour. Permission from the pupil's parents will be requested before these interventions commence.

Internal suspension is when a pupil does not continue their normal day-to-day activities in the classroom. The child must work away from their class for a fixed amount of time. This may be in a different classroom or in an office with a TA or a member of SLT.

Suspension and permanent exclusion

In all cases of suspension and permanent exclusion, leaders will always take account of the context, developmental stage and needs of the individual child before taking this step.

We follow the DfE guidance on suspension ([School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/school-suspensions-and-permanent-exclusions)) and the Baths and West Suspension policy ([exclusions-policy-2022.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#))

Internal suspension

An internal suspension may be used in response to a one-off behaviour such as an aggressive outburst or may be a result of a culmination of behaviours as outlined in the graduated response above.

An internal suspension will involve a child working with a member of the school's Senior Leadership Team for a fixed period of time.

Only a member of the Senior Leadership Team may internally suspend children. A record will be kept on CPOMs.

Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term suspension is necessary (examples: behaviour plan, behaviour chart to address specific behaviours causing a problem; support from an additional adult etc). Internal suspension is a formal process but not a legal suspension.

Fixed-term suspension

Whilst every effort will be made to keep children in school and cater for their needs, suspensions will be considered: ☒

- In response to a serious breach, or persistent breaches of the school’s behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.

When establishing the facts, the Headteacher will use the civil standard of proof i.e. on the balance of probabilities it is more likely than not that the fact is true. Account will be taken of all contributing factors.

Permanent exclusion

If a child receives more than 45 periods of suspension in a year (15 a term) permanent exclusion will be considered. Permanent exclusion may also be considered in the event of a serious breach of this policy, e.g. serious harm to a child or adult.

The school follows all the guidance set out in the ‘Exclusions from Maintained Schools, Academies and Pupil referral units in England’ updated by the DFE in September 2017. Therefore, children with SEN, will not be discriminated against, harassed or victimised because of their sex, race, disability, religion or belief or sexual orientation. The school will comply with their statutory duties in relation to SEN when administering the exclusion process, including having regard to the SEND Code of Practice.

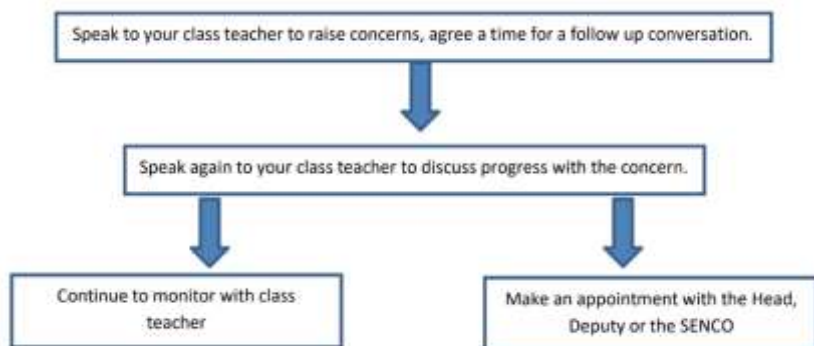
Partnership and Communication

School staff will work hard to ensure that the aims and requirements of the Behaviour Policy are achieved and maintained, while parents and the wider school community can also play an important part in ensuring the success of the expectations set out in this document.

Through effective communication a positive relationship can be formed between the school and every parent.

The senior leadership team are always available to discuss issues with parents however we encourage all parents to discuss any problems with your child’s class teacher first. They are the adult who is with your child every day and can support and address issues the quickest. The focus is always on positive support and intervention at an early stage to ensure the happiness and wellbeing of everyone within the school community.

If you have concerns, please follow the guidance below:



Monitoring arrangements

The school will undertake regular audits of behaviour to link in with the regular review of the policy. Bath and Wells Multi Academy Trust and School Governing Body reviews this policy at least annually.

This policy should be read in conjunction with the following policies:

- DfE Exclusion guidance
- Safeguarding policy and procedures
- Anti-bullying policy and Peer and Peer abuse procedures
- Equality policy
- SEND policy
- DFE Use of reasonable force department advice

APPENDIX 2 – Definitions

The following examples of inappropriate behaviours which will be dealt with by an adult, firstly informally using the RRR code and subsequently using the behaviour policy.

- Disruption in lessons, impacting on own learning or the learning of others
- Refusal to follow instructions
- Poor learning attitude, non-completion of classwork or homework
- Disruption in and around the school environment, including playgrounds and dining hall
- Incorrect uniform

The following examples of inappropriate behaviours are identified as serious misbehaviour and are unacceptable within our school community:

- Physical, mental or cyber bullying of another child or an adult
- The carrying or use of an offensive weapon or object with the potential to harm
- Physical assault and acts of violence towards another child or adult
- Persistent and sustained verbal abuse
- Racist or homophobic incidents
- Extortion of money or belongings and gambling
- Destructive activity resulting in damage to property or belongings
- The carrying or distribution of a drug recognised as harmful
- The safety and learning of others is seriously hindered

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

The school's Anti-bullying policy can be found on our school website.

APPENDIX 3 – Actions

Reflect / repair / restorative action

When discussing behaviour incidents with children it is important that all adults talk to them with a quiet, calm and non-confrontational voice.

It is important not to say, “Why did you do that?” We encourage adults to work through the following questions:

- Tell me what is happening here?
- How is this affecting others?
- What are the rules here at Staplegrove?
- What zone are you in?
- What can you do to make this better?

To support children achieve the last point, the following cue questions could be used.

What do I need when I have been harmed?

- An apology e.g. “It’s not alright but I forgive you.”
- An empathetic listener
- Amends made
- The other person to understand what has upset me
- To be respected
- To be allowed to have emotion
- Support and positive reinforcement
- Reassurance it will not happen again
- To draw a line underneath it

What do I need when I have harmed someone else?

- To apologise
- Someone to talk to
- Time to put things right
- To make it up to them

- A chance to explain to another person and myself
- To feel better about it and about myself
- To be forgiven
- To reassure them/myself it will not happen again
- To get back on friendly terms

Use of reasonable force – in line with guidance on KCSIE Sept 2021 (P29)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items found in pupils' possession may be confiscated this includes any item which is harmful or detrimental to our school aims and ethos. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupils' conduct outside the school gates

As a school we may address misbehaviour under our behaviour approach when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or in some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of unacceptable behaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

At Staplegrove Church School, we aim to be:

**Ready
Respectful
Responsible**



Visible Consistencies:

Calm, consistent and compassionate approach from all we meet

Daily meet and greet

Ready Riley, Responsible Rosie and Respectful Ralph displayed around the school.

House Points awarded for values.

Over and above recognition

Commendation certificates
Staplegrove smile

Graduated response:

Reminder of rules

Support to get it right alongside another adult,

Opportunity to correct alongside SLT

Reflection, repair and restorative activity alongside Deputy Headteacher. Parents informed.

Headteacher and parent involvement

In extreme situations:

Exclusion (fixed term or permanent – in line with DfE guidance 2017)

Helpful phrases:

I've noticed that you are feeling...

I can see that because you are...

This is what is happening, this may be what you are feeling (name it to tame it)

We can work through this together...

Remember when you... That's the behaviour we need to see now.

The consequence for this will be...

Thank you for listening...

Everyday expectations:

Positive Play

Politeness and being respectful to all

Restorative Questions:

Tell me what is happening here.

How is this affecting others?

What are the rules here at Staplegrove?

What zone are you in?

What can you do to make this better?