

Federation of Shevington Primary Schools



Behaviour for Learning Policy 2021-22

**Date approved by Governors-
Autumn 2021
Reviewed annually**

The Federation of Shevington Primary Schools
Millbrook and Shevington Vale Primary Schools
Behaviour for Learning Policy

The Behaviour for Learning Policy aims to

- Create and maintain a positive approach to behaviour across the whole Federation.
- Support each learner in the achievement of his or her full personal learning potential through the promotion of positive behaviour.
- Foster the development of self-esteem and personal responsibility in every learner.
- Help children to live as a member of a community understanding they have rights and responsibilities.

The Federation Behaviour for Learning Policy aims to promote effective learning for all by:

- Clearly stating expectations of what constitutes acceptable behaviour.
- Establishing effective behaviour management strategies.
- Recognising, celebrating and rewarding achievement and positive behaviour throughout the Federation.
- Addressing conduct that does not represent acceptable behaviour through processes and sanctions.

These aims are reflected throughout all the educational experiences we provide for our learners. We aim to create a happy, caring atmosphere at our schools; this positive environment, we believe, fosters excellent behaviour.

We very much believe in a restorative behaviour approach across the Federation in order to maintain positive relationships and help pupils to understand their own behaviours

Code of Conduct

We expect all children and adults in our Federation to show the following values:

- Respect for everyone
- Care and concern for others
- Tolerance of our own ideas and those of others
- Model good manners
- Experience justice and fairness
- Allow everyone a voice that is heard
- Feel safe and protected

These are prominent in our schools in a variety of ways-on displays/ in assemblies/ on the spot mentions

The Rules for children at our schools are:

Millbrook

- Ready to learn
- Respectful to all
- Keeping Safe
- Being the Best

Shevington Vale

- Respect for everyone and everything
- Responsibility for myself and care for others
- Working together to achieve our goals

They may be different at each school but will be very familiar to all members of the school community. All stakeholders should be able to say the rules when asked: R R S B

Adult Roles

We recognise the role of teaching, support staff and parents, in setting an example and encouraging good standards of conduct, developing social and personal skills.

All of the adults in our whole school communities are ready to listen sympathetically to parents'/carers and children's worries and concerns. In some circumstances children will be allocated a key person with whom a strong relationship can be built to support their needs. The voice of the child will be important in this choice. Teachers, teaching assistants and other paid staff with responsibility for learners have the power to discipline learners whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instructions.

Teachers, teaching assistants and other paid staff with responsibility for learners can set reasonable sanctions in response to poor behaviour.

These sanctions will be a reminder, a warning followed by a conversation with a member of staff when most appropriate.

To ensure the success of this policy we seek to build a partnership between school and parents/carers. The schools collaborate actively with parents/carers, so that learners receive consistent messages about how to behave at home and at school. Our Home/School Agreement outlines the responsibilities of the parent/carer and the school; including those around behaviour.

Bullying including cyber bullying

Our schools take a proactive and restorative approach to issues between learners that might provoke conflict and we actively develop strategies to prevent bullying occurring in the first place. This often involves talking to learners about issues of difference in lessons or through dedicated events or projects. Our schools promote an ethos of good behaviour where learners treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other learners, understanding of the value of education and a clear understanding of how our actions affect others permeates the whole school environment and are reinforced by all staff and older learners who set a good example to others. See Anti -Bullying Policy.

1. The 'Seven Steps Approach':

1. The adult talks to the victim (person being bullied) about his/her feelings. The adult will not question the child about the incidents but does need to know who is involved.

2. The adult arranges to meet with the pupil/group of pupils involved, this may include some bystanders, or even friends of the victim, who joined in but did not start the bullying. Ideally, this will be a group of 6 to 8 pupils.
3. The adult tells the group about the way the victim is feeling (this is done with his/her permission) and might use a poem, a piece of writing or a drawing to help explain the victim's distress. At no time does the adult discuss the details of the incidents.
4. The adult does not blame individuals but explains that she/he knows that the group can do something about it.
5. Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The

Headteacher gives some positive answers but does not mention improved behaviour.
6. The adult ends the meeting by asking the group to make sure they will help to solve the problem. A meeting is arranged to see how things are going.
7. 7. At this follow up meeting, adult discusses with each child, including the victim (person being bullied), how things are going. This allows the adult to monitor the bullying and keep the children involved. Further meetings will be arranged if they are needed.

Classroom Management

Within the Federation schools we promote the positive behaviour and self-discipline of all our learners by:

- Simply expecting children to behave well at all times and making that explicit to them
- Maintaining high standards of teaching and learning to engage learners
- Excellent modelling by staff
- If a further sanction (or on some occasions a stronger sometimes is required) a restorative discussion may be used.
- Providing opportunities to make informed choices regarding behaviour, consequences and sanctions. Classrooms may have additional rewards.
- Identifying and dealing with incidents of inappropriate behaviour as soon as it is reasonably possible
- Implementing strategies to identify and reduce inappropriate behaviour
- Allowing children through democratic assemblies to identify school wide issues that are barriers to excellent behaviours
- External interruptions during the day being minimised.

Rewards and incentives for good behaviour/achievement

Within the Federation we promote positive behaviour for learning by implementing a system of incentives and rewards based on recognition. These include:

- Class Dojo's in every classroom.
- Regular praise and encouragement- celebration of role models in assemblies
- Phone calls/texts/notes or recognition cards home
- Celebrating achievements in a variety of ways: recognition cards, stickers, certificates, mentions in assemblies and Hot Chocolate Hangouts.
- Positions of responsibility within the classroom, or in the wider school environment, such as play leaders, Young Governors, Learning to Learn Committee, ambassadors, etc.
- Dojo points for school wide teams that ends with celebration.
- Achievement assembly celebrations.

See Appendix 1 and 2

Strategies

Within the Federation, strategies are used to encourage learners to recognise and make appropriate choices with regard to their behaviour. These include:

- Removal of a learner who engages in disruptive behaviour in the classroom, refusing to follow reasonable instructions, or who is frequently off task, to a place away from the rest of the class.
- Reminder, warning, conversation at appropriate time.
- Children learning to apologise and recognise the impact on others of poor behaviour.
- Loss of playtime, at either break or lunch times, when the learner must be in an area supervised by a member of staff as a result of continued undesirable or extreme behaviour.
- Loss of a privilege.
- Parental/Carer involvement to support choice making.
- Opportunities for discussion between the injured parties.
- Seclusion to an area of school where self-reflection can take place.
- Any unfinished work to be taken home.
- In extreme and prolonged cases of challenging behaviours fixed term exclusion- the safety of the child, their peers and adults in school is the main focus here.
- Transfer between schools within the Federation for a fixed period of time
- Permanent exclusion is the final step.

See Appendix 1 and 2

Additional support

Within the Federation, we recognise that a variety of situations can result in learners finding it difficult to manage their behaviour. When this occurs, the teacher will meet with parents/carers to establish a working relationship to share observations and decide how to support the learner.

A programme of support will be planned to enable the learner to make appropriate choices about how they behave.

Children may also be asked which adult in school they can relate to a significant other for when a crisis point is reached- if possible this will be put into place.

A referral to outside agencies, for example an educational psychologist, for assessment or specialist support may be deemed necessary for learners who display continuous inappropriate behaviour. This is always discussed with parents, and parental permission is always obtained prior to such referrals.

Positive Handling and Intervention

Please see the Wigan 'Positive Handling and Intervention' policy for details of procedures relating to situations where the physical restraint or control of a pupil may be necessary.

School staff have a legal power to use force to control or restrain (never to punish) and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with learners.

Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Please refer to 'Use of Reasonable Force – Advice for Head teachers, Staff and Governing Bodies DFE-00060-2011, July 2011'.

Exclusions

We do not wish to exclude any learner from school, but sometimes this may be necessary. Any exclusion will be operated in accordance with Section 52 of the Education Act 2002 under the statutory guidance for Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (2012).

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

If children become unmanageable by refusing to follow instructions which can prevent others from learning or place others at harm's risk, damage school property persistently this will be an option.

The Executive Head teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

In extreme and exceptional circumstances, the Executive Head teacher may exclude a child permanently.

It is also possible for the Executive Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Only the Executive Head Teacher has the power to authorise a permanent exclusion for a child from school.

In the case of a fixed term exclusion if the Executive Headteacher is not able to be contacted or is not on site then the most senior person on site is able to make a decision in line with this policy and the legal framework informing the Executive Headteacher as soon as is possible. This is known as delegation of powers.

If the Executive Head teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion.

At the same time, the Executive Head teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body.

The school informs the parents or carers how to make any such appeal.

The Executive Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Executive Head teacher.

The governing body has a discipline committee.

If the governors' appeals panel decides that a child should be reinstated, the Executive Headteacher must comply with this ruling.

When a child is excluded the following procedure will be carried out

1. The legal framework will be followed at all times
2. The child will be brought to the school welcome area by the offices
3. They will be treated at all times with respect
4. They will be supported by an adult
5. They will be offered a calm safe space and a drink
6. The Executive Headteacher or Senior Leader on site will contact the parent/carer and explain the exclusion
7. The child will wait for collection in a calm environment and away from peers and others children
8. The exclusion will be explained to the pupil
9. The child's belongings will be collected by an adult from the classroom area

The Federation acknowledges that corporal punishment is illegal in any form.

Confiscation of Inappropriate Items

The following items are not allowed in our schools:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any articles that have been or are likely to be used to commit an offence, cause personal injury or damage to property

Other items must be passed to the Executive Head teacher who will decide if and when to return an item, or whether to dispose of it. The Executive Head teacher will always inform parents of confiscated items from the list above.

Allegations of Abuse against Staff

Malicious accusations made by learners against staff will be dealt with in accordance with the advice in 'Dealing with Allegations of Abuse against Staff' (DfES, Oct 2012). Staff will not automatically be suspended pending investigation.

Behaviour Outside School

As a Federation of two schools, we will reinforce and praise good behaviour that occurs off the school premises which is witnessed by a staff member or reported to the school. This may include, for example, acknowledgement in whole-school assemblies, class discussion or award of a certificate or team points. Parents are encouraged to communicate such incidents to their child's class teacher.

There is an expectation that parents are responsible for guiding and monitoring their children's behaviour outside school. However, school will respond to negative behaviour occurring off the premises which is witnessed by a staff member or reported to the school and respond proportionately and fairly according to the age of the learners, and any other special circumstances that affect the pupil.

Staff can discipline learners for inappropriate behaviour outside school when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from one of our schools

Staff may discipline learners for inappropriate behaviour outside school whether or not the above applies, if the behaviour:

- could have repercussions for the orderly running of the school
- poses a serious threat to another pupil or member of the public
- could adversely affect the reputation of the school.

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

Monitoring and Evaluation

Behaviour and discipline is monitored on an on-going basis by senior staff and regular discussion is held at staff meetings to ensure that the application of sanctions and rewards remains consistent. Potential issues are also discussed to ensure that proactive measures are put in place when necessary. New staff, supply staff and trainees will be made aware of the policy.

This policy was written by the Executive Head teacher Heads of School, and Inclusion Manager, based on consultations with staff, a small representative group of parents/carers and approved by the Governing Body. It is available for reference on a permanent basis via the school website (hard copies available on request via the school office).

The policy will be reviewed and updated annually or in the light of changes to statutory duties. Refer to Paul Dix books -

Appendix 1
Millbrook Primary School



Rewards:

- Stickers
- Dojo points and certificate
- Achievement certificates in assemblies
- Recognition board
- Recognition cards home
- Hot chocolate hangout
- prizes
- Star of the days
- wow cards.
- dojo points and trade them in for an extra treat
- Weekly merit awards in assemblies
- Mini mentions in assemblies

Sanctions:

- A reminder
- A warning
- A conversation with a member of staff
- Restorative approaches and the importance of reflecting on our actions and the impact they have on all other- see below for guidance.
- Possibly a restorative card if appropriate using the 7 questions following.
 1. What has happened?
 2. How were you feeling at the time?
 3. How did you feel afterwards?
 4. How has it affected others?
 5. How can we make it right?
 6. Moving forward what can we do differently.

Restorative Approaches to Behaviour follow a pattern sitting with a child or a small group of children reflecting on:

- How do you feel?
- What do you need to do next?
'Can you talk about what' happened?
- Who do you think has been affected by your actions?
- How do you think they have been affected by your actions?
- and finally
- 'What needs to happen next?
- Children who have been hurt or affected can also be involved in this by being allowed to tell the perpetrator how they felt and how they've been affected ensuring that consequences are agreed by both parties. (this may simply be that they were offended or distracted or obviously could be more serious)
- This way the children involved can be made accountable for their actions and make 'right' in a way that is suitable to the situation (and as we know, our children are actually really good at this.

Appendix 2 Shevington Vale



Rewards:

1. Whole class recognition board – aim to have all names on the board and pupils to support each other to achieve that
2. Tokens – Collected each week and counted for half termly reward
3. Recognition cards to be shared with staff and parents/carers – for going over and above
4. Team point prize afternoon – For team with the most tokens
5. Individual achievement certificates – Handed out as part of achievement assembly

Improvements:

1. Restorative card – Child answers 7 questions during their break/lunch once incident has been suitably discussed child returns to activity. Card is passed on to any other adult in school and they then follow up 7 questions with child again.

Any incidents deemed more serious are sent straight to the Head of School and parents/carers informed.



Every child deserves to be inspired, have a positive mindset, recognise failure is just a stepping stone to success and to believe they can do anything they set their minds to. At Shevington Vale we aim to develop the self-awareness, self-belief and emotional intelligence of every child, regardless of their background or circumstances, to give them the tools needed to flourish in life.

Policy Aims

- To provide a framework that is trauma-informed and inclusive, ensuring that it is appropriate for all children at our school
- To create a therapeutic ethos in school whereby every member of staff responds to children's behaviour and emotions with insight and understanding based on neuroscience and trauma-informed techniques
- To create a nurturing, loving environment where children are not punished for having big feelings but instead are guided through them
- To develop self-aware, empathetic and reflective thinkers whereby children are learning from their difficult feelings and behaviour and developing their emotional intelligence
- To support children through their difficult feelings and behaviour with the intention of teaching and guiding them through how to manage the same feelings/ situation differently next time
- To respond to children with connection and understanding rather than disconnection and rejection with the awareness that this will help create an opportunity to learn and for behaviours to change
- For all children to feel safe in our care, especially when they are overwhelmed with their feelings
- To develop positive mental health and wellbeing through this approach

Responsibilities

It is the responsibility of each staff member to respond and guide the children when dealing with a difficult behaviour or feeling. Ensuring all staff have the appropriate therapeutic training and will respond with connection and not disconnection to an incident. This will ensure children feel safe in the care of our adults and reduce the feeling of rejection. This approach considers the complexities that arise with attachment disorder and childhood trauma as well as child development, helping to maintain trust between our children and staff. We expect that the member of staff who is involved with the child(ren) when the behaviour is occurring to be the person to follow through our behaviour policy to further create a feeling of security and trust with the children.

Procedure

Our behaviour policy is based on scientific childhood-trauma, neuroscience and child development theory as well as the therapeutic teaching approach. It takes into account all of our children and their circumstances and is particularly sensitive to the needs of our more vulnerable children whom we recognise are more likely to struggle with their behaviour. This procedure aims to help children calm down, self-regulate and reflect on their feelings which in turn will then help them to manage their behaviour. We recognise that all behaviour is a result of a difficult feeling.

Rules

- All rules are communicated regularly to children
- Rules are communicated through connective language and are aimed to build a relationship culture within the classroom/school
- Rules are framed positively to maintain connection such as “We look after each other”, “We respect each other”, “We listen to each other”, “We keep each other safe”
- We refrain from using the buzz words ‘no’, ‘don’t’, ‘can’t and ‘stop’ because we are aware that these words can often shut down a child causing them to respond with defence and can result in their rational brain being unable to learn from the support given

Rewards

- Rewards are given in real-time in most situations, we avoid using rewards as a bargaining tool for behaviour. Instead, we offer real-time rewards such as stickers on books when we see good work/ good behaviour and verbal positive acknowledgements “You have worked really hard on that.”
- We acknowledge positive behaviour and working hard with reflection rather than reward to reinforce reflective thinkers who want to achieve for themselves and not for a reward. “Abdul you worked on that, even though it was a challenge for you at first.”
- We use appreciative comments with the children which are specific to the child and creates a feeling of respect and value. Adam thank you for sitting calmly today”
- We acknowledge positive changes to behaviour, emotional intelligence skills and empathy with our Headteacher wellbeing award. This acknowledges when children have worked hard to use self-regulation skills taught in their PHSE lessons and as a response to therapeutic teaching support from the staff after behavioural incidents

Connection and regulation procedure

Step 1	Therapeutic response given NAME FEELING BEHAVIOUR ENCOURAGE	Respond therapeutically with connection, empathy and insight into the brain. This will help shift a child’s overwhelmed reptilian brain into rational brain which will help them think and reflect.
Step 2	Offer a BOUNDARY (either a limitation or a responsibility) Offer a TEACH statement (If ready to hear this)	Create opportunities to take responsibility for their actions and learn through setting boundaries.
Step 3	Calm time Or Thinking time (OR both)	Re-define ‘punishment’ and create the opportunity to self-regulate and reflect instead.
Step 4	Ongoing	Create trust, reliability and security through consistency.

Therapeutic Response

Staff will respond to a child's difficult feeling or behaviour incident calmly using a therapeutic response. They will follow the above steps and help the child to understand how they are feeling. This will help the child feel understood, noticed and heard. We acknowledge that although the child may have made a mistake or done something wrong, we are aware that there was a trigger to make this happen and that is often an overwhelming feeling. We need to help the children to recognise and understand this before we focus on the behaviour incident.

Step Two: Boundary

In response to difficult behaviour, we will put a boundary in place. This will either be in the form of a responsibility, whereby we ask the child to make amends for what they have done by picking up what they have broken and fixing it for example or helping put things right. Or a limitation will be put in place, where something they were going to get is taken away. Such as iPad time or football. We are aware that sometimes a child will need some calm time or thinking time (Step three) before they can fulfil the responsibility, we have asked them to do.

Step Three: Calm Time

We are aware that when children display difficult behaviour, they are often also experiencing overwhelming feelings. At Shevington Vale we want to teach the children how to calm down and manage their big emotions. We may ask the children to have some calm time to help them to do this. Children will be able to listen to calming music, do some quiet reading or construction to help them learn to self-regulate and manage their emotions. We acknowledge that children need to feel calm enough before they can learn how to change their behaviour and react differently next time.

In the event of a child who is extremely overwhelmed, kicking, hurting others and very angry, we will help the child to calm down through using therapeutic thinking time. This replaces the conventional time out. Thinking time is where one of our members of staff will sit with the child and calmly count to 20. They stay with the child throughout this process to help them regulate their emotions. This is not a punishment whereby we reject the child and send them away, instead we sit with them and help them to manage the very overwhelming feelings. Children will be expected to sit with the member of staff until they have finished counting to 20 without fighting or moving away. This is not a confrontational method and will respect that the child is already angry. When the child has calmed down, they will be offered some further calm-time before asking them to make amends for their behaviour through a limitation or responsibility (as mentioned above).

Step Four: Consistency

This approach will be followed by every member of staff in school and appropriate training will be given. Children at Shevington Vale deserve to feel safe and secure, especially when they find a situation or feeling hard for them in school. We aim to ensure our approach is consistent to communicate that we are here to support them both academically and emotionally. This is part of their PHSE development and will help them to develop positive wellbeing and mental health.

External calm space (Exclusion process)

In some cases of exceptionally difficult behaviour, we will provide internal calm-time space for our children. This will provide them with an opportunity to self-regulate and reflect on their emotions within the school but away from the rest of their class. This is not a form of rejection but rather an acknowledgement that they are struggling more than usual and need more help to calm down. Our Calm Space will give them opportunities to reflect on their behaviour and focus on their wellbeing for a period of time which will be decided by the Head Teacher