

# Federation of Burrington and Wroughton Church Schools

## BEHAVIOUR FOR LEARNING POLICY

*'Let all that you do be done in love' 1 Corinthians, 16:14*

Written by	Staff
Ratified by	Standards Committee
Date last reviewed	March 2019
Date of next review	March 2020
Signed – Chair of Governors	<i>J Beyer</i>
Signed – Headteacher	<i>S L. Torkey</i>

***Our Christian Values:***

***Compassion, Courage, Forgiveness, Friendship, Generosity, Justice, Perseverance, Respect, Service, Thankfulness,  
Trust, Truthfulness***

# BEHAVIOUR FOR LEARNING POLICY

*'Let all that you do be done in love' 1 Corinthians, 16:14*

*This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England Schools Federation*

## 1. Introduction

At the Federation of Burrington and Wrington Church Schools, our vision is **'for our school community to nurture compassion, integrity, curiosity, wisdom and a lifelong love of learning, founded on Christian values, as we grow and flourish together.'** A nurturing and compassionate ethos is fundamental and we strive for all members of our community feel secure, respected, motivated, confident and cared for. We believe that positive relationships are at the heart of this being achieved. We are committed to creating an environment where exemplary behaviour is the norm. Everyone is expected to maintain the highest standards of personal conduct and to encourage others to do the same. Our approach is underpinned by our twelve school values.

Fundamental to the school's ethos on positive behaviour is the quality of the relationships between adults and pupils and the ways in which pupils and adults treat each other. We encourage everyone to take responsibility for their own actions, develop self-discipline, and have respect for themselves, others and the environment. We seek to positively support children in their behaviour in order to create a compassionate, calm, happy and caring school, which enables everyone to flourish and for effective teaching and learning to take place.

## 2. Aims

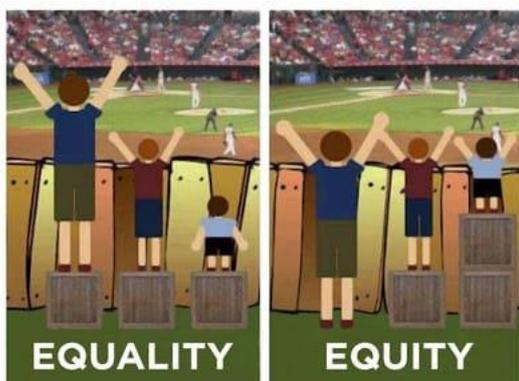
To achieve our commitment to create an environment where exemplary behaviour is at the heart of effective learning we aim to:

- create a culture of excellent behaviour: for learning, for community and for life;
- build a community which encourages kindness, compassion, care, good humour, respect, resilience and empathy for others;
- ensure that we are all treated fairly, shown respect and promote excellent relationships;
- help learners self-regulate their behaviour, take responsibility and be aware of the consequences of it;
- ensure that excellent behaviour is an expectation for all;
- promote strong relationships within our school community and beyond;
- ensure our school community is safe and happy;
- use positive interventions that support children and staff if behaviour falls short (see appendix 2);
- ensure the exclusions process is applied fairly and consistently;
- ensure the exclusions process is understood by governors, staff, parents and pupils;

## 3. Our philosophy and approach

### Equity not equality

We recognise that everyone is different and we strive to be fair in our application of our school policies. We believe that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

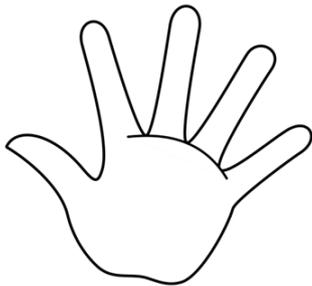


- We seek to create an environment where all children feel safe and feel that they matter;
- We are proactive in encouraging positive behaviour;
- We recognise the importance of past experiences and relationships, how these are critical in early brain development and the impact these can have on subsequent behaviour;
- We recognise that behaviour is a form of communication and the reasons for distressed behaviours can be complex including attachment, sensory difficulties, wider learning needs not being met (e.g. unrealistic or insufficient challenge) or peer issues;
- We seek to support children who struggle to meet school behaviour expectations;
- We will endeavour to use attachment friendly language;
- We will seek to work in partnership with parents;
- We will take appropriate action regarding behaviours of pupils which occur outside school when a child
- We have a robust response to behaviour which is underpinned by our school Christian values including **compassion** to seek to understand behaviour, **truth** when recounting situations, **courage** to accept responsibility and repair, and **forgiveness** to restore relationships.

#### 4. Rules:

##### Our 'High Five' for Behaviour:

Respectful, ready, resilient, safe and kind



#### 5. Being a positive role model for children

We aim to:

- be respectful and greet each other warmly;
- maintain a high degree of professionalism at all times;
- remain calm;
- give positive instructions (e.g. 'Remember to walk' rather than 'Don't run!')
- speak in an appropriate tone;
- create a positive and hopeful atmosphere in the school;
- refer consistently to our 'High Five for Behaviour: respectful, ready, resilient, safe and kind';
- model positive behaviours and build excellent relationships;
- plan lessons that engage, challenge and meet the needs of our learners;
- where appropriate, provide visual recognition for praise in lessons e.g. thumbs up;
- focus on prevention rather than reaction;
- praise and recognise the positive behaviours publically and endeavour to reflect on poor behaviours discreetly;
- provide support to our staff team where needed;
- be attachment aware e.g. connect then correct;
- reflect our school Christian values in all we do.

We recognise that for some children following our behaviour expectations are beyond their current developmental level. These children may have bespoke behaviour plans put in place. This is in line with our philosophy of equity.

## **6. Rewards and Sanctions**

We seek to focus on the positive and so we actively recognise and reward the behaviour that we seek. Details of rewards and sanctions can be found in appendix 1.

## **7. Support for pupils and staff**

Within the resources available, some children will need additional social, emotional, or academic support in order to achieve expected behaviour. Examples of this support can be found in appendix 1.

Staff also undertake training and support for behaviour management. This includes de-escalation strategies as well as language and communication training. Across the schools within the Federation there will be staff that have had specific training on different aspects of behaviour including SMSAs, Admin staff, LSAs, senior leaders and teachers. Further information can be found in appendix 1.

## **8. Partnership with Parents:**

We value highly our strong partnership with parents. The support of parents is critical to the partnership between home and school and parents may be contacted at any time. This partnership is seen through:

- Informal communications (e.g. impromptu meetings);
- newsletters;
- Website;
- Telephone contact;
- Individual meetings;
- School reading record/diary;
- Information meetings (e.g. E-safety, New parent meetings);
- Parent interviews;
- Reviews and Reports;
- Information sharing with parents on general strategies for behaviour e.g. feedback meetings, coffee mornings.

## **9. Application of the Policy**

The Federation will apply the principles of the Behaviour policy where the child is:

- taking part in any school-organised or school-related activity, or
- travelling to and from school, or
- wearing school uniform, or
- in some other way identifiable as a pupil at the school

Even if the conditions above do not apply, the Policy may be applied by federation staff at any time in circumstances which:

- 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.

## **10. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and standards committee every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (Appendix 3) will be reviewed and approved by the Standards Committee every 3 years.

## 11. Related documentation

This Policy should read in conjunction with:

- Exclusion Guidance
- Home School Agreement
- Safeguarding Policy and Procedures
- Anti-bullying Policy and Peer-On-Peer abuse procedures
- Equality Policy
- SEND Policy
- DFE Use of Reasonable Force – Departmental Advice
- Teaching and Learning Policy

## 11. References:

Our behaviour policy is founded on the principles of recent neurological science research over the last 20 years. The following documents/texts have been used to inform our understanding of behaviour.

DFE guidance: *Behaviour and Discipline in Schools: Advice for Headteachers and School Staff*. January 2016.

When the adults change, everything changes (Paul Dix)

'Attachment aware behaviour regulation' (Dan Hughes)

Creating a culture: How school leaders can optimise behaviour (Tom Bennett, 2017)

Blank Language Model (Blank, Rose and Berlin, 1978)

De-escalation and positive handling training MAPA 2018; Teamteach training 2019

'Children Learn What They Live' (Dorothy Law Nolte - Appendix 4)

Behaviour reflection records with thanks to Churchill CEVC Primary School

# The Federation of Burrington and Wrigton Church Schools

## Our Behaviour Approach – a summary

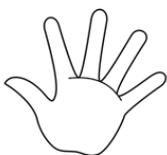
### Our Values:

**Compassion, Courage, Forgiveness, Friendship, Generosity, Justice, Perseverance, Respect, Service, Thankfulness, Trust, Truthfulness**

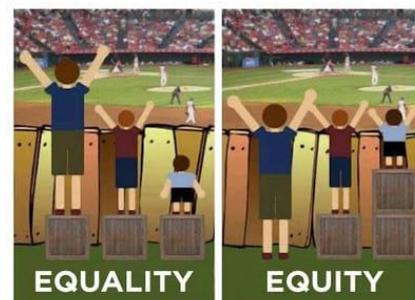
### Our 'High 5' Rules

At the Federation of Burrington and Wrigton Church Schools our expectation that all children follow the 'High 5 for behaviour': We are..

- *respectful*
- *ready*
- *resilient*
- *safe*
- *kind*



*Each class will create its own class contract to help everyone understand our High 5 rules...*



### Across the Federation

Expected behaviours are highlighted and praised;  
Calm, supportive and encouraging adult behaviours ;  
Visual display of our rules;  
Establish clear routines and inspire a focus on learning;  
Connecting with children e.g. daily meet and greet.

### Everyday Expectations

We are members of a wider Federation community and will strive to follow our 'high five' standards of behaviour within and outside school, and encourage others to do the same.

**Our values inform how we behave.**

### Recognition and reinforcement

Verbal and non-verbal praise;  
Stickers, written comments; merit marks;  
Postcard home, letter, phone call;  
Recognition from other staff;  
Newsletter;  
Weekly or other special certificates;  
Collective class reward;  
Trophy or Cup;  
Special responsibilities/ privileges...

### Graduated\* Approach (proactive rather than reactive)

1. Reminder of our rules and support to get it right;
2. Opportunity to correct (helpful phrases);
3. Name noted discreetly with 2 further reminders as appropriate;
4. Action -moving location a) within and then b) to another class);
5. If b) Further action: reflection / repair / restorative activity (e.g. during part /all of playtime);
6. Senior Leadership Team involvement and / or parental involvement;

In extreme situations: Behaviour plan; accelerated approach;  
Exclusion (fixed term / permanent – in line with DfE Exclusion guidance 2017)

### Helpful Phrases

I've noticed that you are feeling.....  
You are... (description of reality), what should you be doing?  
This may be what you are feeling (name it to tame it)  
I can see that because you are.....  
We can sort this out  
The consequence of this will be.....  
To keep you safe I need to...  
Do you remember when you (positive behaviour ...) last week? That's the behaviour we need to see now.  
Thank you for ... (a positive behaviour that has been shown e.g. being honest/ listening...)

### Restorative Questions to aid reflection

What happened?  
Who has been affected?  
What could we do to put this right?  
What have you thought since?  
How can we do it differently in the future?

**'Let all that you do be done in love'**

1 Corinthians, 16:14

# Appendix 1 - Actions

## Strategies for Positive Behaviour for Learning:

We recognise that there is a strong link between effective teaching and learning and good behaviour. In order to encourage positive behaviour, lessons need to be stimulating, focused and clear, matched to the ability of the child, appropriately challenging and at a timely pace.

We will endeavour to:

### **Create a conducive learning environment by:**

- Communicating specific and high expectations to pupils and parents;
- Praising good behaviour;
- Being fair and consistent;
- Giving clear instructions;
- Maintaining appropriate eye contact;
- Modelling high standards;
- Being well planned and being willing to be flexible;
- Handling inappropriate behaviour firmly but with warmth and without aggression;
- Encouraging supportive class ethos;
- Applying school and class rules.

### **Encourage pupils by:**

- Highlighting achievements and celebrating success;
- Praising verbally;
- Smiling and using other non-verbal affirmations;
- Communicating our belief in their abilities;
- Being positive;
- Using rewards;
- Giving immediate feedback where possible;
- Taking time to listen and show interest;
- Enabling quieter children to respond through e.g. 'no hands';
- Adhering to the concept of a fresh start and forgiveness .

### **Support pupils by:**

- Knowing the children's abilities and setting appropriate levels of challenge;
- Differentiating work;
- Providing intervention as necessary including one to one;
- Listening and responding;
- Supporting the child to take responsibility for their behaviour (e.g. 'description of reality')
- Allowing silent and sufficient time for children to think;
- Offering opportunities for peer support;
- Providing clear steps in learning and feedback;
- Communicating learning objectives and success criteria;
- Seeking internal and external support and advice as necessary.

### **Encourage confidence by:**

- Offering individual praise;

- Creating multiple opportunities for success;;
- Modelling respect of others' views;
- Communicating successes to parents frequently;
- Not allowing put downs;
- Utilizing opportunities for creative activities e.g. performance;
- Valuing mistakes as learning opportunities.

**Motivate learners by:**

- Creating a positive learning atmosphere;
- Creating appropriate levels of challenge;
- Planning innovative lessons;
- Planning appropriately for a variety of learning styles;
- Embracing emerging technologies;
- Sharing others' successes to inspire;
- Having fun;
- Sharing humour;
- Displaying work;
- Using rewards;

**Encourage respect by:**

- Modelling respectful behaviour;
- Celebrating and rewarding respectful behaviour;
- Teaching why respecting others is important (PHSE/ Collective Worship etc.);
- Being fair and consistent;
- Enabling children to get to know and understand each other;
- Expecting (and only accepting) high standards of behaviour towards all adults and pupils.

**Promote responsibility by:**

- Providing opportunities for meaningful responsibility and courageous advocacy;
- Encouraging participation in Buddies, School Council, Crew services, Sports organising Crew, Parliament activities, Youth Speaks, etc.;
- Creating an atmosphere of respect and trust;
- Communicating the relationship between actions and consequences;
- Listening to the pupils' voices;
- Encouraging children to be involved in their own target reviews;
- Getting involved in the school, local and wider community events;
- Teaching children about their role as global citizens.

**Build resilience by:**

- Encouraging the children to positively embrace guidance and support
- Taking responsibility for actions
- Teaching children about struggle and the importance of making mistakes
- Encouraging behaviours of resilience e.g. gem power perseverance

**Support:**

We recognise that pupils who display or are at risk of disengagement also need to have in place a number of supportive strategies these may include:

- Curriculum adaptations;
- Specific resources;
- Quality first teaching strategies;
- Differentiation;
- ILPs;
- One to one or small group support;
- Support in class;
- Learning mentor support;
- Early intervention;
- Peer support;
- Pastoral Support Plans;
- Behaviour Support Plan;
- External agency support;
- Buddies.

The school also provides training and support for staff in behaviour management this will include as appropriate:

- Induction training for new staff;
- NQT training;
- In class support;
- Coaching;
- Ongoing CPD;
- Line management support structures (e.g. regular SMSA/LSA meetings);
- Whole school training (e.g. Elklan language and communication);
- Specific training for individual need e.g. Team teach de-escalation and positive handling training.

**We are attachment aware and recognise how the following principles are particularly relevant when dealing with distressed behaviour:**

**P**

playful atmosphere to promote engagement, calm and light-heartedness;

**L**

loving relationships;

**A**

acceptance of a child to help them feel secure and safe;

**C**

curiosity about the meaning behind a child's behaviour and taking a genuine interest in them;

**E**

empathy sends a strong message that they are not dealing with distress alone.

## **Rewards and Sanctions**

The schools have a code of conduct which is displayed throughout each school. Each class draws up its own code at the beginning of the year to which the class agrees. The classes have their own individual reward systems to compliment the school system. A variety of **rewards** are offered including:

- Verbal praise;

- Comments in book (e.g. AFL techniques);
- Merit marks (team or individual);
- Visiting another class/teacher to share excellent work;
- Stickers;
- Smiling;
- Prizes/ treats;
- Feedback to parents;
- Certificates (class and celebration service);
- Celebrating success in weekly and special service (Internal and external awards);
- Singing 'Bravo bravissimo';
- Weekly class award of the Cloakroom Cup;
- Displaying work;
- Visiting another teacher / Head to share excellence;
- Surprise 'Star postcard' home to inform families;
- Individual class reward;
- Tea party with Head Teacher (to reward politeness and courtesy);
- Golden time (to reward class or individual efficiency in work);
- Whole class or group reward/treat to reward collective endeavour.

To support our positive Behaviour the following progressive **sanctions** will be used:

- Non verbal guidance (e.g. eye contact, discreet presence near child);
- Verbal reminder (e.g. description of reality - firm but warm – 'connect before you correct');
- More assertive verbal correction/ move to another seat/ quiet word;
- Name noted discreetly;
- Progressive 3 marks next to child's name;
- Brief 'cool off' away from situation to another class/room (with LSA if necessary);
- Discussion with pupil in playtime (or standing beside the duty adult at playtime for some instances with younger children);
- Informal chat with parent;
- Move to a different class for time out;
- Time out with senior staff / Head and letter home;
- Meeting with parents;
- Support plan and further meeting with parents;
- Off-site intensive provision if available;
- Temporary exclusion (parent could be asked to support child in school for this time);
- Permanent exclusion.

#### **Reflect / repair / restorative action**

- Apology for behaviour – written or verbal
- Giving time – to complete learning, support the class or wider community. This may include completing work at break\*, lunchtime or possibly at home
- Actions that repair impact of behaviour
- Completion of a reflection activity (could be at break-time, lunchtime or at home)
- Parental meeting
- Reminder of school rules and expectations
- Time out of class in order to reflect / repair / restorative action

*\*for some children, maintaining a physical play time is essential to maximise positive behaviour for learning. Staff will make a professional judgement on the nature of sanctions/ reflection time.*

### **Use of reasonable force – in line with guidance on KCSIE 2018 (P27)**

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 intervention 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](#).

## Appendix 2 - Definitions

**Misbehaviour** is defined as:

- Disruptive behaviour in lessons, in transition times between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform or not following personal presentation rules
- Deliberate aggravation of another

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves a deliberate imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- We use the acronym DRUM: **deliberate, repetitive, unkind, malicious**

### Appendix 3

#### The Federation of Burrington and Wrigton Church Schools

Alternative reflection sheets may be used. These will be age / stage and situation appropriate.

### My Behaviour Reflection



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Today \_\_\_\_\_ had to speak to me about my behaviour.

I was \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I had been given warnings and a chance to change my behaviour. I did not make a good choice.

My behaviour was disturbing my learning by \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

My behaviour was disturbing the learning of my class by \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will do my best not to behave in this way again because \_\_\_\_\_

\_\_\_\_\_

To help me get it right I need \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

✂.....

#### Acknowledgement Slip

I have received my child's behaviour reflection sheet.

Child's Name:

Date:

Parents' Signature:

**My Behaviour Reflection**



Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Today \_\_\_\_\_ had to speak to me about my behaviour.

I was \_\_\_\_\_

I had been given warnings and a chance to change my behaviour. I did not make a good choice.

My behaviour was disturbing my learning by \_\_\_\_\_

My behaviour was disturbing others by \_\_\_\_\_

I will do my best not to behave in this way again because \_\_\_\_\_

\_\_\_\_\_

To help me get it right I need \_\_\_\_\_

✂.....

**Acknowledgement Slip**

I have received my child's behaviour reflection sheet.

Child's Name:

Date:

Parents' Signature:

## Appendix 4

# Children Learn What They Live

**by Dorothy Law Nolte**

If children live with criticism,

They learn to condemn.

If children live with hostility,

They learn to fight.

If children live with ridicule,

They learn to be shy.

If children live with shame,

They learn to feel guilty.

If children live with encouragement,

They learn confidence.

If children live with tolerance,

They learn to be patient.

If children live with praise,

They learn to appreciate.

If children live with acceptance,

They learn to love.

If children live with approval,

They learn to like themselves.

If children live with honesty,

They learn truthfulness.

If children live with security,

They learn to have faith in themselves and others.

If children live with friendliness,

They learn the world is a nice place in which to live.

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