Behaviour for Learning Policy

At Castle Hill Community Primary School we are committed to providing an environment that:

- Enables learning for all within our school community
- Ensures respect and empathy for others and acceptance of differences
- Reflects British and school values
- Encourages independence, resilience, cooperation and collaborative working to give children a feeling of belonging
- Ensures children have self- discipline and take responsibility for their actions
- Ensures all pupils and all adults feel safe, valued and cared for

In order to facilitate and achieve this we will:

- Create a positive, calm and purposeful environment
- Provide a curriculum that is relevant, challenging and inspiring
- Ensure all staff have an understanding and acceptance of the needs of all children
- Have a shared understanding of procedures in this policy and apply them consistently
- Ensure that teaching and modelling of personal, social and emotional development is a core element of all lessons and activities, and the whole curriculum
- Promote independence, resilience and personal responsibility
- Effectively communicate with children and parents our high expectations for learning and behaviours
- Work in partnership with external agencies where necessary

Our School Values

- Honesty
- Teamwork
- Perseverance
- Tolerance
- Respect

Positive learning behaviours:

We expect all children to:	We will promote positive learning behaviours by:
• Actively engage in their learning by listening, questioning, responding & thinking • Respect and respond positively to both written and verbal feedback • Respond to suggestions about how to improve and develop • Develop resilient attitudes towards and persevere with their learning • Work with other pupils cooperatively and respect different opinions • Always interact with other pupils and adults in a respectful and tolerant way	• Modelling and teaching throughout the whole curriculum the required learning behaviours in whole class teaching and group sessions • Recognising and rewarding positive learning behaviours • Using PSHE themes to explore behaviour for learning • Modelling and teaching pupils positive ways to deal with differences of opinion or conflict • Encouraging pupils to be polite and assertive in responding to other pupils

Behaviour that limits or disrupts learning:

Although not exhaustive, the following list gives examples of behaviours that limit or disrupt learning both for the individual and for others:

- Not focusing on tasks
- Taking too long to begin tasks
- Inappropriately calling out
- Interfering with or disrupting other children
- Bringing playground discussion/issues into the classroom

We recognise that:

- There are always reasons behind why a child is unable to learn effectively and display behaviour that is stopping learning
- Behaviours that stop learning for an individual also stop the learning for other pupils
- All pupils need to make the best learning progress and these behaviours are not acceptable
- The needs of pupils are all different
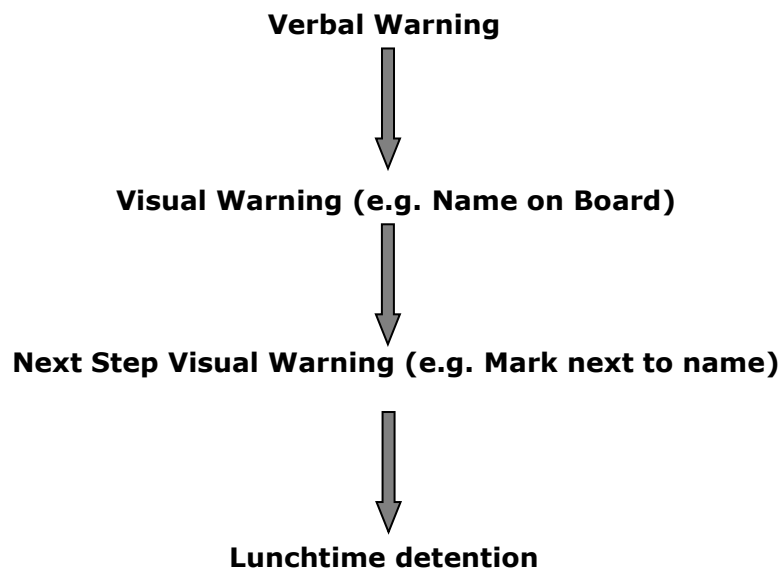- At times, additional support may be required from external agencies

We will respond to behaviours that are stopping learning by using these strategies:

- Using non-verbal and verbal cues to refocus a pupil
- Recognise and reward positive learning behaviours
- Provide a change of activity or sensory break if required
- Recognise and validate a pupil's actions and feelings and ensure the pupil recognises the behaviour that is stopping learning and takes responsibility for their actions

If these strategies do not result in an improvement we will:

- Ensure the child understands the consequences of their continued actions and the choice that they have

- Formally warn the child ensuring the word, 'warning,' is clearly used and understood and visually displayed in the classroom following the model (appropriately interpreted by the class teacher for their class age and level of understanding):

Verbal Warning

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Visual Warning (e.g. Name on Board)

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Next Step Visual Warning (e.g. Mark next to name)

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Lunchtime detention

- Involve the academic leadership team as necessary

Dependent on individual circumstances, it may be necessary to:
- Create an individual behaviour plan with pupil and parents which will be shared with all staff and reviewed on a regular basis. This plan will focus on a pupil learning to take responsibility for their actions
- Provide consequences that are personalised to individual pupils and focus on supporting the pupil's needs
- Seek support from external agencies

Behaviour around school including break times and lunch times:

We expect all pupils to share high expectations for our school by:	Where these expectations are not met we will:
- Walking sensibly around the school - Adhering to our uniform requirements - Being responsible for belongings and ensure they are prepared for learning - Respecting the school community and environment by keeping it tidy - Showing respect towards and tolerate other pupils and adults by responding politely - Contributing to the supportive and teamwork ethos of our school - Not physically or verbally hurting others - Being honest	- Give a reminder, positively phrased, about what is expected - Give a personalised consequence relevant and proportional to the pupil's action - Log behaviour - Inform Senior Leadership - Inform Parents/Carers - Provide structured playtimes to support pupils who do not meet these expectations at playtimes - Support from a Learning Mentor - Individual Behaviour Plan - Make referral for support from other agencies

Rewards and consequences:

We will recognise and reward behaviour that meets our expectations through:	Personalised consequences may include:
- Verbal and non-verbal praise - Written praise in marking and feedback - Individual Castle Point awards - Merit Certificates - Whole class rewards - Praise in front of peers and other adults - Praise and recognition in assembly - Weekly Star Certificates - Golden Time (max. 30min)	- Continue a learning task for a limited time during a break - Loss of Golden Time - Repeat an activity/work with SLT - Lunch club invitation - Lunch time detention - Lunch time supervision with SLT/MLT - Meeting with parents/carers - Isolation - Exclusion

Castle Tokens and Merits:

Castle tokens are awarded for children demonstrating a school value. These are collected centrally, providing a visual reminder, reinforced with a School Values display, and counted termly. All members of the Castle with the highest number of counters for that term receive a reward (could be extra play with a drink/snack, etc…). All staff members and some volunteers are assigned to a Castle to encourage teamwork and competition.

Merits recognise high standards of work and effort in children's learning. Each child has a Merit chart visible in their base classroom which shows the number of Merit stickers collected. Individuals receive Merit certificates for every 100 merits they achieve.

Promoting positive learning behaviours in our Early Years:

We expect children to:	We will promote and support children with these expectations by:
• Play cooperatively, take turns and share • Build positive relationships with adults and other children • Listen to and follow instructions given by adults • Learn to recognise and take responsibility for their own feelings and behaviour	• Recognising, praising and rewarding • Teaching and modelling routines and expectations e.g. tidying up, story time, sharing toys • Use stories and songs to support teaching and modelling of expectations • Providing prompts and reminders – visual and verbal -and gradually reduce these prompts • Regularly review provision resources and activities to ensure children are supported to achieve expectations

If these expectations are continuously not met we will give personalised consequences that are appropriate to a child's level of development and may include:
• Staff redirecting play • Encourage child to make amends and comfort if they have hurt another child • Ensure the child recognises the inappropriate actions • Give a clear warning of what consequence will happen if they continue with the behaviour • Redirect child from situation to sit in a quiet area. Return after a few minutes to discuss actions and remind what behaviour expectations are • Identify any patterns in space or activity where a child might repeatedly exhibit certain actions – make changes to support the child • Parents will be informed • Referral for support from appropriate agencies

Non-negotiables:

We believe that everyone, whether child or adult, has the right to come to our school without being subjected to certain behaviours.

The following list outlines our zero tolerances:
• Rudeness and/or swearing • Refusal to follow reasonable requests and/or instructions • Physical aggression • Fighting • Bullying; including online • Racism or any other form of discrimination • Vandalism/damage to property • Theft • Truancy

Equality:

The school expects that all members of the community apply this policy consistently, fairly and without prejudice to all pupils in our community. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For disabled children, this includes a duty to make reasonable adjustment to policies and practices.

Monitoring:

The headteacher and school leaders monitor the effectiveness of this policy on a regular basis. The school keeps a variety of behaviour logs and these are monitored for patterns of incidences.

- Daily Behaviour Log in classrooms
- Playground behaviour Form (linked to school values)
- Detention/Supervision Log
- SLT Referral Log
- Assertive Mentoring
- Exclusions Record – kept by the headteacher
- Bullying (including accusations of bullying, which must be reported to the headteacher) and prejudice related incidents – kept by the headteacher – and reported to the local authority as appropriate

Sharing of this Policy:

- This policy will be shared annually in September with all pupils, parents, staff and volunteers
- New parents and pupils on admission alongside the Home School Agreement
- A copy will be available on the school website
- This policy is part of induction for all staff and volunteers

Exclusions – Internal, Fixed Term and Permanent

Exclusions will be the last resort after all possible support has been put in place for a pupil. We will work closely with appropriate agencies and parents to meet the needs of any individual at risk of exclusion.

Appendix 1
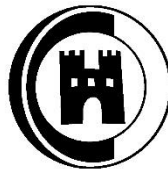
<u>Playground Behaviour Form</u>
(To be handed to class teacher at the end of playtime)

Date …………………………………………

Name ……………………………………………………………………… Class …………………………

Indicate the School Value that has been broken:

Honesty		Respect	
Perseverance		Teamwork	
Tolerance			

Other/details………

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Action taken on the playground: spoken to / time out / sent to SLT

Name of staff ……………………………………………………………………………………