



# Great Waldingfield

Church of England  
Primary School

## Policy on Behaviour for Learning

Date – Spring 2024

Review date – Spring 2025

Policy on Behaviour for Learning

Version	Date	Amendment/Addition
Two	29.06.20	<b>page 6; paragraph 7</b> Links with other policies. List of linking policies added.
Two	29.06.20	<b>page 10 &amp; 11; Appendix 3</b> – Behaviour Principles during COVID-19 pandemic
Three	21.09.20	<b>page 10; Socialising</b> – ‘wherever possible’ replaces ‘at all times’ ‘Pupils will only socialise within their class bubble and play only in the area and with the equipment allocated to them.’ added.
Three	21.09.20	<b>page 10; Moving around the school</b> – ‘wherever replaces ‘at all times’ ‘Pupils and staff will follow the one-way system in the school’ added.
Three	21.09.20	<b>page 11; Use of toilets</b> – ‘For older children there will be scheduled toilet breaks’ removed.
Three	21.09.20	<b>page 11; Use of toilets</b> – ‘Children and staff will only use their allocated toilet.’ Added.
Three	21.09.20	<b>page 11; Paragraph on Attendance</b> added
Three	21.09.20	<b>page 11; Paragraph on School Uniform</b> added
Four	08.02.21	<b>page 10; Drop off and Pick up</b> parents to wear face coverings
Four	08.02.21	<b>Page 11; Paragraph on Managing and modifying poor behaviour</b> added
Five	09.01.23	<b>Page 11 &amp; 12; Appendix 3 - Behaviour principles during COVID-19 pandemic</b> removed.
Six	18.12.23	<b>Page 7 Paragraph on safeguarding and behaviour</b> added.
Six	18.12.23	<b>Removed ‘Golden letters’ in the rewards section.</b>
Six	18.12.23	<b>Recognition board</b> removed.
Six	18.12.23	<b>Page 5 addition of Zones of regulation in discussions with the children.</b>

## **Policy on Behaviour for Learning**

### **GREAT WALDINGFIELD CEVC PRIMARY SCHOOL**

#### **Values and Beliefs**

‘Forgive us our sins, as we forgive those who sin against us’.

This policy is based on the Christian values of love, respect and forgiveness. It provides a framework for the creation of a happy, secure and respectful environment in which children can learn and develop into caring and responsible adults. Good behaviour will be rewarded and inappropriate behaviour dealt with using a range of sanctions but the Christian message of forgiveness will be implicit in all we do. It will always be clear that it is the behaviour we find unacceptable and not the child.

#### **Aims of this policy**

- To create a culture that makes everyone in the school community feel respected, happy and safe.
- To promote a consistent approach to behaviour throughout the school.
- To ensure that boundaries of acceptable behaviour are clear to all.
- To promote courtesy, respect and tolerance of difference.
- To encourage children to recognise that they have responsibility for their own actions.
- Enable the children to make the ‘right choices’ in terms of their actions and reactions.
- Develop links between home and school, which will provide children with a framework of acceptable standards of social skills and behaviour.
- To prevent bullying
- To ensure pupils complete assigned work
  
- This policy is supported and enhanced by the following policies:
  - Policy on Anti-Bullying
  - Policy on Equal Opportunities
  - Policy on Child Protection and Safeguarding
  - Policy on Teaching and Learning in the Early Years Foundation Stage

#### **1. Rights and Responsibilities**

##### **CHILDREN**

- The right to be safe and secure – *the responsibility to assure the safety of others.*
- The right to be valued as an individual – *the responsibility to value others.*
- The right to have belongings safeguarded – *the responsibility to respect the belongings of others.*
- The right to be taught effectively – *the responsibility to enable others to be taught.*

Children are taught that different behaviours are appropriate at different times and in different situations but that inappropriate behaviour will not be tolerated. This policy is written to support the needs of all children within the school. However from time to time there maybe children whose behaviour may exclude them from this policy. This policy also applies to the behaviour of children taking part in any school-organised or school-related activity.

### **STAFF**

Children learn by example therefore it is the responsibility of all adults in our school to share the whole school approach to positive behaviour for learning. All members of the school community have been involved in the creation of the Policy on Behaviour for Learning and have agreed to its implementation. The policy is reviewed frequently, responding to changes in personnel and the needs of children.

### **PARENTS**

In order to understand how positive behaviour operates within school and how it can be supported at home, the policy will be published on the school website. All parents are required to sign a home-school agreement, supporting the implementation of our Policy on Behaviour for Learning and taking responsibility for their child's behaviour.

### **GOVERNORS**

Parent governors are an important two-way link between home and school and should play a vital role in modelling the policy and in making other parents aware of the school's behaviour policies and functions.

### **Rules**

At Great Waldingfield we have three clear rules:

#### **Be ready**

#### **Be respectful**

#### **Be safe**

### **Key consistencies**

At Great Waldingfield our children can expect to be treated with consistency by the adults who work with them. Adults at our school will:

- Model positive behaviours
- Deal calmly with disruptive behaviours without shouting in anger. Staff will ensure children are taken through 'sanction steps' with time for them to respond
- Follow up when problems happen and engage in reflective dialogue with children

### **Senior leaders**

The role of the senior leadership team is to:

- Support staff in managing behaviour
- Monitor behaviour within the school, including incidences of bullying
- Take strategic action where necessary

## **2. Recognition and rewards for effort**

We recognise and reward children who go 'over and above' our standards. Although we have a range of material and public rewards available for children, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Rewards may include:

- Tribe points
- Stickers, stamps, stars etc
- Certificates such as 'Star of the week' during assembly
- Headteachers' awards/ stickers
- Being sent to another member of staff for praise
- Annual awards for attainment, effort and improvement

### **3. Managing and modifying poor behaviour**

Children will be held responsible for their behaviour. Staff will use our sanction steps when dealing with poor conduct. In summary:

- i. Children will be given a clear reminder of the rules and they will be redirected with a gentle 'nudge' in the right direction. Adults will make use of non-verbal cues, distractions, changes to seating plans etc to try to correct behaviour.
- ii. Children will be given the first of two warnings. The unacceptable behaviour will be clearly named and children given the chance to do the right thing.
- iii. This second warning is the last chance for children to engage; where they will be reminded of previous good behaviour; and given a positive choice.
- iv. Children will take a 'time out' of a few minutes in a quiet space. This could be within or outside their classroom. This will be recorded. The aim is that this is 'cool down' and 'reset' time to return to green or yellow zone after which children will return to learning.
- v. Adults will engage in restorative conversations with the pupil after the event when everyone is calm. This may involve parents. This will focus on the reason behind the behaviour and the use of the zones of regulation.

Sanctions at Great Waldingfield are focussed on learning, building relationships and teaching children to take responsibility. They do not exist purely for punishment. 'Catch up learning' may take place at school or at home if a child has missed lessons/work. Restorative approaches are encouraged and supported. Adults will deliver sanctions calmly and with care.

There could be some cases where sanctions may be individualised to best meet the needs of a particular child. This may occur when there are frequent 'time outs' over a period of time or there are marked changes in a child's behaviour. In these cases, the child's teacher and the senior leadership team will work together with parents to design a personalised behaviour plan.

Other sanctions may include:

School based community service e.g. picking up litter or tidying the classroom

Parents informed either verbally or in writing

Lunchtime exclusion

Internal exclusion

Exclusion fixed or permanent – In accordance with DfE guidelines **Exclusion from Maintained schools, Academies & referral units in England**

### **4. Search**

- **Searching with consent**

School staff may search a child for any item with their consent. E.g. a member of staff may ask a child to 'turn out their pockets' or ask to look in the child's bag. If the child refuses then the appropriate sanction will be applied.

- **Searching without consent**

The headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds for suspecting the child has a prohibited item. (See Appendix 2)

Searching without consent would only be carried out in line with the advice from the DfE (Searching, screening and confiscation – January 2018)

### **Confiscation of inappropriate items**

Under the *general power to discipline* and *power to search without consent* for "prohibited items" school staff are able to confiscate, retain or dispose of a pupil's property as a sanction. At Great Waldingfield we will confiscate an item that distracts a child from learning or is considered to be inappropriate to be in school. The item will be returned after an agreed period of time e.g. at the end of the school day/week. Of course if it is a prohibited item then it will be handed over to the appropriate authority e.g. the police or sometimes the parent. In some cases it will be agreed with the parent that the school will dispose of a prohibited item.

### **5. Reasonable force**

All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision to physically intervene depends on the individual circumstances.

Reasonable force maybe used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

Incidents where reasonable force has been used will be recorded and the parents of the child will be informed.

This section may be read in conjunction with the publication by the DfE; *Use of reasonable force - Advice for headteachers, staff and governing bodies. July 2013*

### **6. Inappropriate conduct outside the school gates**

**Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”**

This applies in the following circumstances when the child is:

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

Also misbehaviour at any time, whether or not the conditions above apply, if that behaviour:

- could have repercussions for the orderly running of the school
- poses a 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.

Behaviour of a criminal nature will be referred to the police.

This policy complies with Section 89 of the Education and Inspections Act 2006

## **7. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information

## **8. Links with other policies**

This policy links to the following policies and procedures:

- Policy on Child protection and Safeguarding
- Code of Conduct for all Staff
- Policy on Health and Safety and welfare
- Policy on Online Safety
- Single Equality Scheme

**This policy follows the current government guidelines according to changes that the government may or may not make.**

Appendix 1 – Sanction Steps

	Steps	Actions
1	Redirection and reminder	A 'nudge' in the right direction A reminder of the rules
2	Warning	Name the unacceptable behaviour A chance to do the right thing
3	Last chance	Give the positive choice the child can make
4	Time out	In their home classroom or <b>another room</b> Record the incident
5	Repair	A quick chat or a more formal meeting

Step 1 – Redirection and reminder ('nudge')

- Non-verbal cues
- Adjust the seating plan
- Provide a 'distraction'
- Reminder of rules
- Show disappointment
- Remind the child of previously good behaviour
- Give the 'right choice' (e.g. sit down in your place and open your maths book)

Step 2 – Warning

- *Clear verbal warning*
- Private where possible
- Name the unacceptable behaviour
- Outline consequences if they continue
- 'Think carefully about your next step'
- Ask child if they can feel themselves moving to a different zone (yellow or red).



### Step 3 – Last chance (the child is probably getting more agitated at this stage)

- Final opportunity to engage
- Positive choice (adult gives two choices e.g. either sit and learn in your place or take your learning and sit at this table)
- Private where possible
- Ignore secondary behaviour where possible (we can deal with that later)
- Refer to previous examples of good behaviour
- Mention that you notice that the child is moving to a yellow zone or a red zone.

### Step 4 – Time out

- A short time out
- Somewhere in your classroom?
- Outside your door?
- Someone else's classroom?
- Calm down and return to learning
- Record the time out
- Keep it short where possible
- Support from other adults where a child refuses
  
- Reminder of strategies to move back down to the green zone. Use of zone boxes if necessary.

### Step 5 – Return to the child at a convenient time for the restorative conversation

- The simple version...
- What happened?
- How did it make people feel?
- How do we make it right?
- Deeper discussion...
- What were you thinking at the time?
- What have you thought since?
- How have people been affected?
- How can we do things differently in the future?

Appendix 2

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.