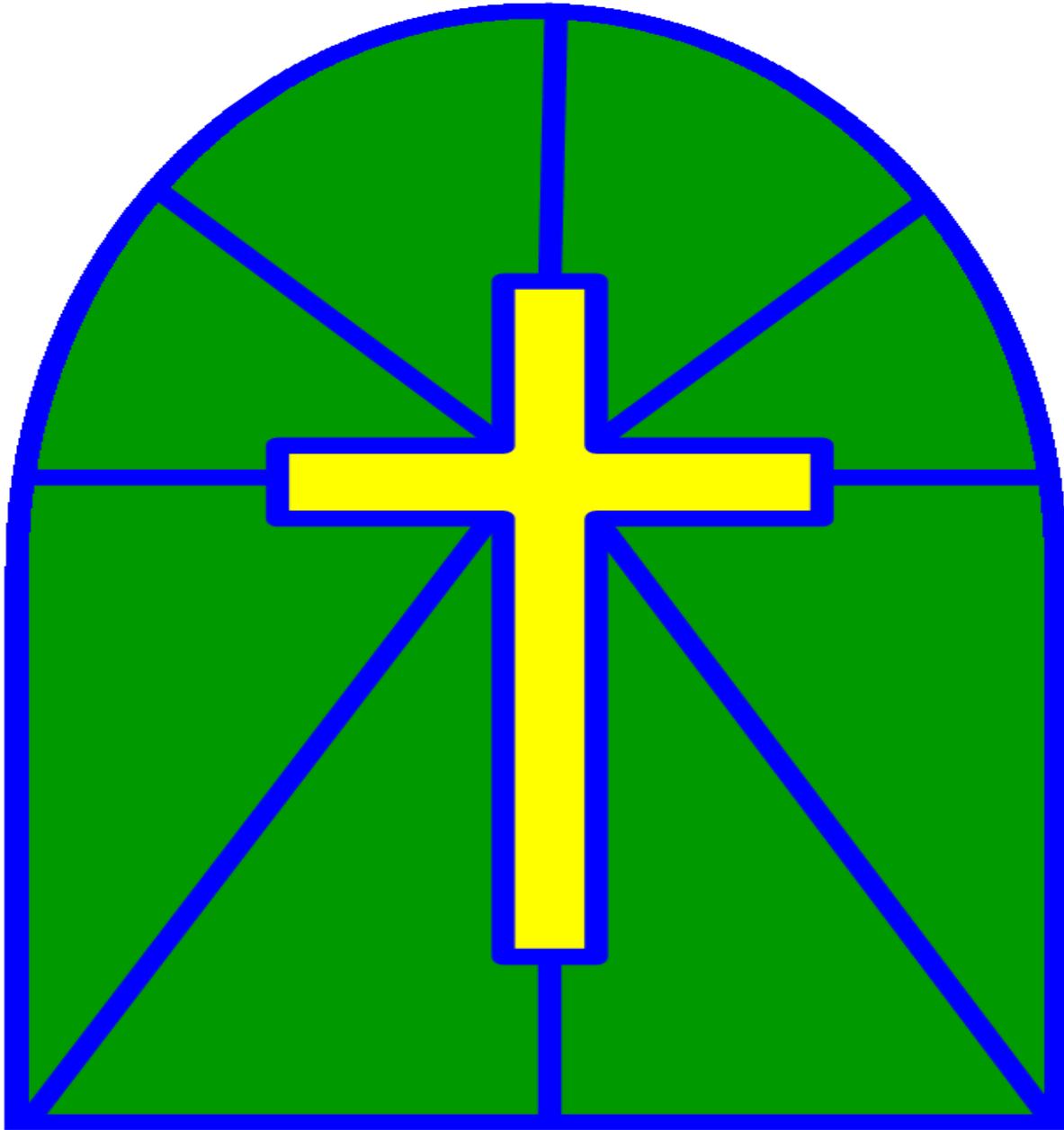


Hurst Knoll St James' CE Primary School



Behaviours for Learning Policy

Autumn Term 2015



Behaviours for Learning Policy

OVERVIEW

Teachers are facilitators of learning and as such, our role is to guide the children in our care towards the behaviours that will best equip them to learn and grow – academically, morally and spiritually. Therefore, teaching and promoting positive behaviours for learning is central to all we do in this school. The children of Hurst Knoll St. James' learn how to conduct themselves and behave in ways that will help them to become life-long learners with the skills to learn both independently and collaboratively. Promoting positive behaviours for learning applies equally to social behaviours and helping children develop into good citizens. All members of staff will set and model high standards and learners will be given clear guidance on what is expected of them.

Our school values are drawn from the Christian faith, reflecting the fact we are a Church of England school. The four Christian values we chose to focus on are also common to many other faiths and reflect what we want for the children we teach – Justice, Forgiveness, Hope and Trust. Our school values are also drawn from British values of Democracy, The Rule of Law, Individual Liberty and Tolerance. These values are reflected in the ethos of our school and the behaviours we promote at Hurst Knoll St. James'. We will work in partnership with parents and carers to ensure that the school's values and expectations are deeply embedded in all areas of school life.

ETHOS

The prevailing ethos of Hurst Knoll St. James' CE Primary School is one of:

- Mutual **trust**,
- Understanding, tolerance and **forgiveness**,
- Treating everyone fairly and with **justice**,
- Inclusion,
- Celebrating diversity,
- Challenging discrimination,
- Happiness and wellbeing,
- Enjoyment of learning,
- **Hope** for a bright future for our next generation.

The ethos of trust is underpinned by:

- The quality of partnership with parents and carers,
- Open channels of communication,
- Promoting, acknowledging and rewarding positive behaviours,
- Encouraging children to negotiate and co-operate with each other,
- Promoting collaboration,
- The understanding that we are responsible for the choices we make and how they can impact on the wellbeing of others,
- Consistently applying the procedures outlined in this policy document.

OBJECTIVES

- To create and sustain a climate and environment of positive behaviours in school. This will ensure that children are happy, secure and safe.
- To ensure that all are treated fairly and shown respect and consideration. This will promote positive relationships between all members of the school community.
- To help children lead disciplined lives, and develop their awareness of self and of others in order to promote good citizenship.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others. This will promote community cohesion.

These objectives ([Appendix 1a](#)) are to be displayed in every classroom.

HURST KNOLL ST. JAMES' BEHAVIOURAL EXPECTATIONS

We expect our whole school community; children, parents/carers, staff, visitors, school leaders, and governors, to support and promote positive behaviours.

EXPECTATIONS FOR OUR CHILDREN

Children are expected to learn and develop skills, attitudes and values such as:

- Positive self-esteem/self-image,
- Tolerance, consideration and respect for other children and all adults,
- Co-operation and collaboration,
- Negotiation and agreement,
- **Trust** and honesty,
- Self-awareness and self-discipline,
- Sensitivity and consideration for the feelings of others,
- Caring for property and the environment,
- Taking responsibility for their actions and for what they say,
- Learning to seek and offer **forgiveness**,
- Enjoyment of learning.

EXPECTATIONS FOR OUR PARENTS AND CARERS

Children need to know that their parents and carers support Hurst Knoll St. James' ethos, values and expectations. Parents and carers can do this by:

- Acting as a role model and modelling positive behaviours on school premises and in the home environment,
- Asking their child about his/her school day and school life,
- Encouraging their child and praising his/her achievements,
- Encouraging their child to read regularly and complete homework,
- Attending Parent Consultations, performances, assemblies and social events (PTA) whenever possible,
- Discussing Hurst Knoll St. James' expectations for all of our children (see above).

- Supporting the school in any measures and sanctions taken to deal with inappropriate behaviour.

EXPECTATIONS FOR OUR STAFF AND VISITORS

All adults must provide excellent role models for the children in our care. Consequently, we will expect a consistent 'whole school' approach to exemplify the attitudes and practices underpinning our ethos and values. *All* adults are responsible for *all* children in terms of modelling, acknowledging and praising positive behaviours for learning, and for challenging any behaviours that do not fit with our expectations and school ethos. Adults will:

- Value children as individuals and appreciate their differences, interests and cultural backgrounds,
- Promote positive attitudes towards diversity and challenge all forms of discrimination, e.g. sexism, racism, religious intolerance, disability, appearance, sexual orientation, age or family circumstances,
- Encourage children to have positive self-esteem, self-image and confidence,
- Value and praise positive behaviours demonstrated by our children,
- Be attentive, courteous, tolerant, patient and polite,
- Demonstrate commitment and enthusiasm for our children by explaining, counselling, reasoning, listening, advising and showing empathy,
- Demonstrate *hope* by showing children that even if they make the wrong choices sometimes, we believe in their capacity to display positive behaviours for learning,
- Demonstrate *justice* by applying behavioural expectations in a clear, fair and consistent manner, including procedures for supporting children with additional needs,
- Develop an environment supporting children's capacity for self-discipline, responsibility, care for others, respect, assertiveness and resilience,
- Help children to learn strategies for dealing with challenge, failure and peer confrontation e.g. the ability to negotiate in order to resolve disputes,
- Inform the Senior Leadership Team (SLT) when there are repeated incidents of inappropriate behaviour.

EXPECTATIONS FOR OUR SCHOOL LEADERS

Hurst Knoll St. James' governors expect the Headteacher to ensure stakeholders continue to support and celebrate our values and ethos. The Headteacher, assisted by the SLT, achieves this by:

- Taking a lead in the establishment of policy and practice promoting positive behaviours,
- Supporting all children, families and colleagues with the implementation of the policy,
- Taking responsibility for devising and implementing a Teaching and Learning Policy acknowledging its influences on pupils' behaviour, motivation and achievement,
- Monitoring and reviewing behaviour throughout school including attendance and punctuality,
- Recording incidents of inappropriate behaviour and reporting incidents of serious misconduct,
- Informing parents and involving the appropriate outside agencies if there is a serious problem with a child's behaviour,
- Acting in accordance with the Local Authority fixed term and permanent exclusion guidelines, in extreme cases where a child's poor behaviour choices or failure to respond to help, support and other sanctions may result in the child being excluded from school,
- Evaluating the impact of this policy and ensuring that it is revised as necessary.

EARLY YEARS

Colleagues in the Early Years settings will apply our Behaviours for Learning Policy and practices in an age appropriate manner. They will adapt the strategies detailed below.

WHOLE SCHOOL APPROACH – PROMOTING POSITIVE BEHAVIOURS FOR LEARNING

As a school we recognise the need for a range of strategies encouraging positive behaviours – these strategies need to vary according to the age and profile of individual classes and the specific needs of individual children. However, there needs to also be a consistent, whole school approach to promoting positive behaviours for learning, that applies to all children, at all times of the school day and in all areas of the school. This is designed to encompass the key values and ethos of our school and to be easily remembered by all children and staff. These expectations will run through all that we do at Hurst Knoll St. James’, becoming part of the very fabric of the school – The Hurst Knoll St. James’ Way.

The Hurst Knoll St. James’ Way is to be displayed in every classroom and throughout the school. It will also be revisited and reinforced throughout the school year. [\(Appendix 1b\)](#).

Our philosophy is to encourage and praise children for their positive behaviours. All adults work hard to acknowledge and reward children who behave in the Hurst Knoll St. James’ Way. There are a range of options open to staff across the age groups for rewarding positive behaviours. [\(Appendix 2\)](#).

DEALING WITH POOR BEHAVIOURAL CHOICES

Sometimes children make poor choices and behave inappropriately; such behaviour will be challenged in a sensitive manner. We help children reflect and learn from experience so that in future they make the right choices and avoid repeating poor behaviours. Consequently the focus is upon the behaviour and its impact, not upon the child who may have low self-esteem and self-worth.

Children must take responsibility for their actions and understand there are consequences for inappropriate behaviours. Initially children will be required to complete a ‘Reflection Sheet’, [\(Appendices 3a and 3b\)](#) to focus a conversation with an adult. Consequences are detailed in [Appendix 4](#).

Inappropriate behaviour is monitored by class teachers; they share behavioural concerns with children’s families and the SLT. However, once a behavioural incident has been resolved, it is important to ensure the child has a ‘fresh start’ and the opportunity to re-engage with our positive behaviours strategies. As our focus is upon the needs of individual children, ‘blanket’ strategies such as challenging/punishing whole classes are inappropriate and will not be sanctioned.

ENSURING CHILDREN ARE AWARE OF EXPECTATIONS, REWARDS AND CONSEQUENCES

Our objectives and expectations for positive behaviours for learning, through The Hurst Knoll St. James’ Way, are shared, displayed and made explicit for our children. The rewards and consequences for meeting or not meeting those expectations will also be shared, displayed and made explicit. Each classroom from Years 1-6 will have a Behaviours for Learning display board showing Appendices 1a, 1b, 2, 4 and the relevant Reflection Sheet (Appendices 3a or 3b). These will be referred to and revisited throughout the school year where necessary.

INDIVIDUAL CLASS APPROACH - PROMOTING POSITIVE BEHAVIOURS FOR LEARNING

We recognise that teaching and learning is about the personalities involved – of both the adults and the children, and that each teacher has their own style and knows the needs of the children in their class. Therefore, we encourage all staff to set up their own reward systems to run alongside our whole school approach. This allows for consistency across the school and year groups, whilst recognising the need for individuality and systems tailored to the specific age and needs of a particular class and the dynamic within that class. It also means that if a

teacher has a particular talent, passion or specialism, they are free to incorporate that into the reward, e.g. earning an art afternoon or an extra games session.

SUPPORTING CHILDREN WITH SPECIFIC NEEDS

Some children do not respond to the strategies detailed above and require a specific programme of behavioural support. ([Appendix 5](#)).

Such programmes will be developed in conjunction with the child, the child's family, class teachers, learning mentors, SLT, and where necessary, support and guidance from the relevant external agencies.

BREAKFAST CLUB/BREAK/LUNCH TIMES

All members of staff have been consulted and involved in the construction and implementation of this policy. For consistency, it is vitally important that there is a continuity of expectations, rewards and consequences that apply equally at *all* times when children are in school. The staff who run Breakfast Club will follow the same rewards and consequences and promote positive behaviours through the HKSJ Way. When children go to their classrooms at the start of lessons, Breakfast Club staff will go to their classrooms with them if there is anything to report to the class teacher.

Break times are supervised by Teaching Assistants who are in class with the teachers and children and therefore are well placed to communicate with teachers and continue the rewards and consequences. To ensure that this is also the case at lunch time, our Midday Assistants have a handover time in their assigned classes for 15 minutes before lunch and 15 minutes after.

This time can be used to aid teaching and learning, such as working with individual pupils or a small group, to allow the teaching staff to pass on any issues and for the Midday Assistants to record in their notebooks the names of any children who may be at a certain stage of the sanctions. The 15 minute handover is also an opportunity for staff to discuss Reflection Sheets with any child if necessary. It further allows Midday Assistants to observe how teaching staff promote positive behaviours for learning so they can follow their methods in the playground. Most crucially, it helps the children see that there is communication between *all* staff and the procedures outlined in this policy are applied fairly and consistently. All staff know, promote, reward and challenge behaviours using the Hurst Knoll St. James' Way and follow the stages set out in [Appendix 4](#) if poor choices are made.

OUTCOMES

This policy will promote the ethos and values of the school. It will ensure that children and staff are safe and that they enjoy coming to school. It will ensure all stakeholders are clear of the expectations, practices and procedures by which Hurst Knoll St. James' CE Primary School will promote positive behaviours for learning and, alongside our other policies, will ensure the best outcomes for our children.

Revised and adopted by the Governing Body September 2015



Appendix 1a

OBJECTIVES

- To create and sustain a climate and environment of positive behaviours in school. This will ensure that children are happy, secure and safe.
- To ensure that all are treated fairly and shown respect and consideration. This will promote positive relationships between all members of the school community.
- To help children lead disciplined lives and develop their awareness of self and of others in order to promote good citizenship.
- To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others. This will promote community cohesion.



Appendix 1b

THE HURST KNOLL ST. JAMES' WAY

- **We follow directions.**
- **We are kind and polite to all.**
- **We look after our school and move around it sensibly.**
- **We uphold our school Christian values**
- **We uphold British values**



Appendix 2

REWARDING POSITIVE BEHAVIOURS FOR LEARNING

- **Praise and acknowledgement**
- **Informing parents and carers** (email, telephone call, postcard).
- **Celebration Assembly** (weekly celebration of academic work and examples to be brought to assembly. Awards will be presented in whole school assemblies and parents and carers will be invited to share in their child's achievement).
- **Headteacher's Award** (weekly celebration of any child/children who have acted in the Hurst Knoll St. James' Way. Awards will be presented in whole school assemblies and parents and carers will be invited to share in their child's achievement).
- **Christian Values Celebration Assembly** (half-termly celebration of children who have, through their work or actions, exemplified that half-term's Christian value. Awards will be presented in whole school assemblies parents and carers invited to share in their child's achievement).
- **Smileys (KS1)** - any noteworthy behaviour receives a smiley. Awards will be presented in whole school assemblies and parents and carers will be invited to share in their child's achievement).
 - 10 smileys = class teacher commendation
 - 100 smileys = Headteacher commendation: Bronze Award
 - 200 Smileys = Headteacher commendation: Silver Award
 - 300 Smileys = Headteacher commendation: Gold Award
- **House Points (KS2)** – all children in Years 3-6 will belong to a House and any noteworthy behaviour receives a house point. House points to be collected by the Y6 House Captains each week. At the end of each half term, the leading House receives a treat (to be decided by the Primary Leadership Team) e.g. extra playtimes.
- **Always Award and Most Improved Award** (half-termly awards to celebrate the 'always' children in our school and also the children who have made improvements in their behaviours for learning. Each teacher in Years 1-6 to choose a child for an Always Award and a Most Improved Award. Prizes/treats to be decided by Primary Leadership Team and funded by PTA).
- **Individual class reward systems.**
- **Governors' Award** (presented at the end of the school year to the children who have demonstrated positive behaviours for learning and acted in the Hurst Knoll St. James' way, throughout the school year).



Appendix 3a

Reflection Sheet (KS1)

Full name:

Class:

Date:

What happened?

What should you have done?

How will you make things better?

What could you do if you felt like this again?



Appendix 3b

Reflection Sheet (KS2)

Full name:

Class:

Date:

What happened?

What should you have done?

How will you make things better?

What should you do in the future?



Appendix 4

CONSEQUENCES FOR POOR BEHAVIOURAL CHOICES

- 1) 'The look' and gentle reminder of what is expected.
 - 2) Name written on the board.
 - 3) ✓ Tick placed by the name - time out within the classroom.
 - 4) ✓✓ Second tick placed by name - time out in partner classroom. (Children who are able to, fill out Reflection Sheet during time out. If not, to be filled out with adult support on child's return to class).
 - 5) ✓✓✓ Three ticks results in loss of breaktime/15 minutes lunchtime. (Another Reflection Sheet to be filled out and SLT and family to be informed).
- **Acts of Aggression** – straight to Stage 5, inform SLT and family, complete Reflection Sheet, lunchtime consequence. (Depending on the severity of the act, it may be necessary to enact an internal or external exclusion. Each case will be looked at on an individual basis).
 - **Refusal to comply with staff directions at any of the above stages** – e.g. refusing to go on time out, fill out a Reflection Sheet, communicate with staff etc. is also classed as straight to Stage 5 and will be dealt with by SLT. Family will be informed, a Reflection Sheet must be filled in and there will be a breaktime/lunchtime consequence. (Again, depending on the severity of the act and whether the refusal to comply places any child in a position where there are safeguarding concerns, it may be necessary to enact an internal or external exclusion. Each case will be looked at on an individual basis).
 - **SLT to monitor children who repeatedly receive Stage 5 sanctions.** Repeat offenders will be subject to internal and possibly external exclusions, to be decided in conjunction with the child, their individual needs, their family, learning mentors and, where relevant, any outside agencies.



Appendix 5

SUPPORTING CHILDREN WITH SPECIFIC NEEDS

- Discussions between all relevant staff sharing knowledge of the child's background, difficulty and need (one page profiles to be used)
- Re-appraise teacher techniques/strategies or tasks (with advice from BLIS team if required)
- The involvement of parent/carer to discuss strategies
- Keep a log of events and involve the child e.g. Reflections Sheets,
- Special focus on positive reinforcement of appropriate behaviour,
- Use a range of pictorial charts to reward positive behaviour and monitor with the child over a period of week or longer,
- Children with behavioural difficulties are also supported by class teachers/learning mentors. This involves the use of home-school liaison or adapted targets and charts to monitor progress with linked positive outcomes for positive choices,
- Friendship work for small groups of children who are lonely, excluded or continually falling out,
- Reinforce positive behaviour through stories in assembly and in class,
- Share or involve a colleague including Headteacher, Deputy Headteacher or Assistant Headteacher to discuss the issue,
- Removing child from the activity/situation i.e. quiet time to reflect and reinforce from second colleague,
- Withdrawal of specific extra-curricular activity/privilege,
- The development of an Individual Behaviour Plan (IBP) to support the child, any underlying reasons for challenging behaviours are considered and the child's name placed on the Special Needs Register,
- Children with more complex behaviours may need an Individual Behaviour Management Plan (IBMP),
- Referral of child to outside agencies, e.g. BLIS or CAMHS, with involvement of parents/carers,