



St. Nicholas C of E (VC) Primary School

'Love your neighbour as yourself.' Matthew 22.37



Behaviour for Learning Policy

Courage Hope Love & Friendship

Policy statement

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally."

(Behaviour in Schools, DfE, 2024)

At St Nicholas C of E VC Primary School we aim to develop a positive behaviour culture in which children can feel safe and learn. KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn which this policy aims to support.

The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;

St. Nicholas C of E VC Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Behaviour for Learning Policy guides staff to teach self-discipline and regulation rather than forced compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct (e.g. preventing either themselves or others from accessing learning) and dynamic interventions that support staff and learners.

Our Behaviour for Learning policy supports our school vision of enabling excellence and life-long learning and our Christian values of Hope, Courage, Love and Friendship because it encourages;

A safe environment which is conducive to effective learning.

Everyone to treat one another with dignity, kindness and respect,

Positive reinforcement (and proportionate sanctions) to be central to daily life, supporting the whole-school culture.

A behaviour curriculum that defines the expected behaviours in school, centred on what successful behaviour looks like and defines it clearly for all parties.

Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all staff have the skills and knowledge to support children to make positive behaviour choices.
- To be inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor behaviour choices.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour and empathy for others.
- To promote community and British values through positive acceptance and understanding.
- To be supportive, ensuring that excellent behaviour is a minimum expectation for all.
- To be consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members.
- To be accessible and easily understood: clear and easily understood by pupils, staff, parents and governors.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise positive behaviour.
- Positively reinforces positive behaviour.
- Promote self-esteem and self-regulation.
- Teach appropriate behaviour through positive interventions.

Whole School Implementation

This Behaviour for Learning policy promotes consistency across the whole school. Crucially the whole staff work as a team to support each other in the promotion of positive behaviour for learning. Throughout this policy references to Teachers are taken to mean all staff working with children including Mid-Day Supervisory Assistants, Teaching Assistants, Office Staff, Coaches and Volunteers. Our SENDCo will work with staff and parents to address how any additional needs may impact on the behaviour a child displays and how this should be managed effectively.

Consistency in practice

- **Consistent language:** All teachers use the same language based upon our values and the steps given below.
- **Consistent response:** All teachers give first attention to positive behaviour, acknowledging those children who are behaving well. However, all teachers are responsible for consistent follow up in relation to less desirable behaviour.
- **Prompt response:** Low level or small examples of off-task or negative behaviours will be picked up live with a brief comment except where a child with additional needs has a separate behaviour plan which may contradict this.
- **Consistent follow up:** All teachers take responsibility for behaviour interventions, seeking support but not delegating. All children understand that inappropriate or negative behaviour will be followed up.
- **Positive reinforcement:** All teachers develop and use routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** All teachers understand the consequences which are defined, agreed and applied at the classroom level as well as established structures for more serious, inappropriate behaviour.
- **Consistent, simple rules/agreements/expectations:** All teachers use these to promote desired behaviour.
- **Consistent respect from the adults:** All teachers maintain their respect for all even when dealing with disrespectful and challenging behaviour.
- **Consistent models of emotional control:** All teachers model emotional restraint as well as teach it; teachers are role models for learning and behaviour.
- **Consistently reinforced rituals and routines for behaviour:** All teachers will demonstrate consistency throughout the school building – all areas, in classrooms, playgrounds, hall and corridors.
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners and their work in an age appropriate manner.

Teachers will;

1. **Meet and greet** learners at the door and discuss any issues before entering the class to ensure a calm entrance.
2. **Model** positive language, behaviour and build relationships.
3. **Notice** excellent behaviour (class and whole school rewards used).
4. **Plan** well-paced lessons that engage, challenge and meet the needs of all learners.
5. Are **calm** and give 'take up time' when going through the steps. Prevent less desirable behaviour before sanctions.

6. **Follow** up every time positive behaviour expectations are not met (except where particular needs have previously been identified and are managed differently), retain ownership and engage in reflective dialogue with learners.
7. **Never ignore** or walk past learners who are making poor behaviour choices.

All of the below should be undertaken in the spirit of this Behaviour for Learning policy: that of always praising the good, NOT focusing on less desirable behaviour.

Rewards and reinforcement

Anything which recognises that children have achieved what is expected or asked of them is desirable. There are a number of ways in which we approach this:

- Constant acknowledgement of desired behaviour, this includes: recognition boards, non-verbal praise: wink, thumbs up, sharing good work with another class, stickers etc.
- Verbal praise – acknowledgement of success with both curricular learning and social behaviour is an important motivator for pupils.
- Teachers will award certificates encouraging positive learning behaviour as well handwriting & presentation each week in Friday Celebration Worship.
- The Kindness Cup is awarded at the end of each week to a child who has demonstrated kindness and empathy towards others during that week (supporting our Bible verse: ‘Love your neighbour as yourself’).
- House points, which will be collected up each week by Year 6 monitors and count towards a weekly celebration of success and a termly reward activity.
- The use of ‘child of the day’ (e.g. Soaring Eagle/Wobbly Bob) to celebrate consistent good behaviour choices in Holly and Willow Class (not compulsory).
- Whole school themed awards which may vary across the year eg Previous examples have included Wonderful Walkers, Golden Writers.
- Positive feedback to parents at the end of the day or by text where children have excelled in an aspect of learning or behavior.

Steps to take in the classroom

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder to adopt the expected behaviour is all that is needed. The following steps should always be gone through with care and consideration, taking individual needs and feelings into account. All learners must be given ‘take up time’ in between steps and adults should not respond to secondary behaviour (except where safety is a concern).

Make class expectations clear – at the beginning of the year, term, week, day or lesson teachers may need to remind children of the expectations for positive Behaviour for Learning in class (consistent with other teachers in that class).

Praise the expected behaviour – first pay attention to exemplary conduct. Children seeking attention through negative behaviour should be dealt with quietly in order to not bring that behaviour to the attention of the rest of the class.

This system is used throughout school (although adaptations for children with specific needs may be made):

1) Warning 1

Redirection – gentle encouragement, ‘nudge’ in the right direction, small act of kindness, a warning look or sign.

2) Warning 2

Succinct reminder of required positive behaviour eg “indoor voice”.

3) Think Card (Whole class adaptations of cards is acceptable)

Quiet reminder of the relevant desired behaviour (e.g. a ‘think card’ placed on a desk) and a positive statement concerning the desired behaviour. Reminders may be repeated if necessary.

De-escalate and decelerate wherever reasonable and possible. This is delivered privately to the learner wherever possible. The teacher makes them aware of their behaviour. The learner has the choice to do the right thing and Think cards can be removed during lessons if behaviour is corrected and positive behaviour for learning is re-established.

4) Thinking time in class

Microscript. The member of staff goes through the microscript with the child:

I have noticed that...

At school we... (maximum of 3 rules)

Because of '...' you need to...

Remember the time when... (framing behaviour) you were brilliant/really impressed me. I need to see '...' again.

This is a 30 second reminder not a debate or conversation. Teachers will adopt a gentle approach, personal, non-threatening, side on, eye level or lower. They will state the behaviour that was observed and which rule/expectation/routine it contravenes eg safety, others' learning, their own learning. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. Walk away from the learner; this allows time for the child to decide what to do next. If the child makes comments, as the teacher walks away these will be written down and followed up later. We will avoid endless discussions around behaviour and spend our energy returning learners to their learning, praising the desired behaviour we expect to see.

5) Thinking time in Thorn (for Willow or Holly) or Willow (for Thorn)

Children should be removed for at least 5 minutes and for a maximum of the remainder of the lesson.

Removal from the classroom is considered a serious sanction following which parents should be informed on the same day if their child has been removed from the classroom (this can be by email or text but preferably in person or by phone conversation). Thinking time in another class or at a break or lunch time should also be recorded on CPOMS.

6) Thinking time at break or lunch time

This may involve completion of work not completed in class. Children will always be given the opportunity to eat their snack or lunch and visit the toilet before returning to class with their peers. Detention outside of school hours will not be issued but in serious cases, a Year 6 child may be kept after school to wait for a parent to collect them in order to have a behaviour related conversation. This would be the decision of the Headteacher.

- 7) **Reparation**, this could include: completing the work at break time/home and/or a restorative meeting with the member of staff (and maybe children) concerned. This is a core part of ensuring that the trust between the teacher and the child is not lost. Demands for children to apologise are not made as it is more effective when pupils offer to apologise and to change their behaviour. This may include a community service task such as tidying. Loss of privileges such as Year 6 responsibilities or privileges is an option for teachers with Year 6 children.

Sanctions

The use of sanctions may be needed for behaviour that cannot be minimised in normal situations. We focus on the act not the child. When sanctions are used, care is taken to avoid damaging relationships and the pupil's self-esteem. There is a clear distinction between major and minor offences and an indication of which sanctions are likely to be appropriate for which offences. Sanctions applied to the whole group as a result of the behaviour of a few individuals will be avoided as it is unfair and breeds resentment.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Persistently demonstrating less desirable behaviour or poor behaviour for learning may result in regular reporting with a positive stance eg a tick chart for each lesson or day or part thereof.

Supporting children following a sanction

Following or towards the end of a sanction, a conversation about strategies should be considered to help all pupils to understand how to improve their behaviour and make positive behaviour choices.

These might include:

- a targeted discussion with the pupil, including explaining the mistake they made, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- an opportunity to rebuild any relationships with peers or adults where appropriate.
- some form of re-integration such as a reminder of the rules, routines and behaviour systems (sanctions and rewards).

A teacher can decide that the sanction is followed by;

- a phone call with parents except Thinking Time in another class or during a break or lunchtime which should always be communicated to parents;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school including the SENDCo and / or Headteacher;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the current support for behaviour management being provided remains appropriate.

Serious breaches can include: intentional physical or verbal aggression, bullying, discrimination and damage to property. In this case the child will be sent or escorted to the Headteacher (or in her absence a teacher) for time-out/cool down prior to the restorative process. For a serious breach the parents of the victim and the aggressor will be informed by telephone that day. The child(ren) concerned will be required to make suitable reparation. Such incidents will be reported on CPOMS by the adult initially dealing with the behaviour.

Where serious concerns are developing around an individual's behaviour over a period of time, the Headteacher will contact with the child's parents to put together a joint behaviour support plan. The aim of this plan will be for the school and family to work together to help the child improve their behaviour. This may include developing targets for improving behaviour.

Child-on-child abuse would be considered to be a serious breach and the same process will be followed.

Exclusion

At St. Nicholas Primary School we believe that all behaviour is a form of communication. Where children are not behaving well we will seek to support and develop the appropriate behaviour in an assertive but caring way. We want all children to believe that they matter to the whole school community, that we respect them as individuals and will help them and guide them. We want children to feel that they belong no matter what. Whilst we will not tolerate poor behaviour, we will support and help our children to make better choices. Exclusions from St. Nicholas Primary School are extremely rare.

However, in extreme situations the Headteacher may exclude a child. Only the Headteacher is able to do this. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The exclusion procedures as outlined by the Department for Education and the Local Authority (LA) will be followed in the event of an exclusion arising. Governors

recommend where pupils display continuously disruptive behaviour a multi-agency assessment will be carried out.

Use of Restrictive Physical Intervention

St Nicholas School views the use of Restrictive Physical Intervention (RPI) as part of a broad range of interventions with the main focus being on preventative approaches which always focus on de-escalation as the primary method. Wherever possible, the use of force should be avoided. Physical restraint will not be used unless a child is in danger of harming him/herself or another child/adult.

In extreme cases, when the use of reasonable force is necessary, it must be used in a way that maintains the dignity and safety of all concerned. Positive behaviour management and the use of preventative measure is always preferable.

The long term aim of adults supporting young people whose behaviours are considered challenging, must be to manage their behaviours with greater independence and to present themselves in a more socially acceptable way.

Any use, training undertaken and reporting of RPI will be within the current guidance provided by Wiltshire Council.

Screening and Searching

Given the overriding need to keep children safe, the school will utilise their powers to search in order to keep individuals from harming, or further harming, themselves or others when and if required. These may include sharp implements, fire starting equipment, firearms, chemicals or other poisonous matter.

Mobile phones are a feature of contemporary life so we have a regularly updated Mobile Phone Policy which should be referred to.

Playground

The same system is used throughout the school, at all times during the day to promote consistency and understanding. It may be appropriate for members of staff on duty to request that children stay with them or stand at the side of the field or playground in order to provide a time for the individual to have some time out with the aim of avoiding further escalation instead of in another class. The adult who deals with the initial issue will be the person responsible for dealing with the behaviour unless a serious breach has happened in which case the procedure above will be followed.

Conduct outside the school gates

Subject to this Behaviour for Learning policy, staff may use sanctions to address pupils' misbehavior, including online, when the child is:

- taking part in any school-organised or school-related activity,
- travelling to or from school,
- wearing school uniform,
- in some other way identifiable as a pupil at the school.
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Staff induction and training

When teachers join our school (permanent or temporary employees, supply staff, coaches, volunteers), they will be asked to read this policy and introduced to the key ideas. Staff will have regular refreshers and any relevant training or coaching to support the consistent implementation of the policy together with training and advice on specific needs of children within our school community.

Leadership monitoring

School leaders will monitor information and data relating to;

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation;
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

Parents

Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. This might be done through newsletters, 1:1 conversations, awareness raising of policy contents.

Governor oversight

HT reports to every FGB on attendance, exclusions, bullying and child on child abuse incidents. Governors responsible for Behaviour and Attitudes and Teaching and Learning will make observations of the Behaviour for Learning policy in action and discuss patterns of behaviour with the Headteacher and governing body.

Related Documents

Anti-bullying Policy

Attendance Policy

Child Protection and Safeguarding Policy

Mobile Phone Policy

Searching, screening and confiscation: advice for schools 2022 (Ref: DFE-00034-2014 - [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#))

Behaviour in Schools: Advice for Headteacher and School Staff 2024 (DfE - [Behaviour in Schools 2024](#))

Reducing the Need for Restraint and Restrictive Intervention HM Government 27 June 2019 - [Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](#)

NB This policy has been reviewed and meets the stated aims of The Equality Act (2010); Schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

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| Date of issue: | March 2024 |
| Review Date | March 2026 |
| To be reviewed | Headteacher, Staff and Governors |
| Authorised by | Headteacher |